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CREATING STRONG SCHOOLS & COMMUNITIES

MONTANA
STRIVING READERS PROJECT

Year 1 Evaluation Report
(February thru May 2012)

October 2012

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Angela Roccograndi

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About Education Northwest

Education Northwest (formerly Northwest Regional Educational Laboratory) was founded more than 40 years ago as a nonprofit corporation. The organization's mission is to improve learning by building capacity in schools, families, and communities through applied research and development. We draw on many years of experience designing and conducting educational and social research, as well as providing consultation for a broad array of research and development efforts.

This external evaluation of the Montana Striving Readers Project was conducted at the request of the Montana Office of Public Instruction. The author has extensive experience evaluating education programs, including other initiatives for early childhood, elementary, and secondary literacy.

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EXECUTIVE SUMMARY

The Montana Office of Public Instruction (OPI) implemented the Montana Striving Readers Project (MSRP) in 13 districts and 39 schools enrolling pre-kindergarten through grade 12 students. In year 1, a shortened year that ran from mid-February thru May 2012, the project involved at least 8,850 students and 900 staff members. The MSRP established school-based, On-site Leadership Teams to implement the Montana Literacy Plan, the state's comprehensive literacy plan for children birth through grade 12. On-site Leadership Teams are charged with overseeing the implementation of a data-based decision-making process to collect, analyze, and use high-quality data in a timely manner to assess the effectiveness of the school's literacy plan. Teams include certified teachers and principals and tend to meet multiple times a month. During meetings they engage in numerous activities, including conducting literacy needs assessments, developing a school literacy plan, developing action plans, and discussing schoolwide data.

State support to schools

Three state-level teams support the On-site Leadership Teams; this report focuses on two: the OPI Implementation Team (OPI Team) and the Instructional Consultant Implementation Team (Instructional Consultant Team). These two state-level teams provide professional development and technical assistance to all MSRP schools, both as a group and individually during school site visits. The OPI Team focuses its on-site support on members of the On-site Leadership Team. The Instructional Consultant Team also works with the On-site Leadership Team, but primarily works with instructional staff members in the MSRP schools. Most On-site Leadership Team members agreed that the professional development provided by OPI was of high-quality and on-going and that the OPI Team provided them with support and training to meet their students' literacy needs. Instructional staff members were in less agreement about the extent to which the Instructional Consultant Team provided them the same.

School level buy-in

Buy-in to the MSRP appears high and MSRP schools currently have a strong base from which to implement the project. The vast majority of school staff members agreed that MSRP is an effective process for providing literacy instruction and intervention to all students. In addition, they are confident in the leadership of their district and schools that supports them in this endeavor, and they are optimistic about the future prospects for their students and are committed to seeing them succeed. Schools also have evidence-based literacy programs; systems for administering, collecting, and storing student assessment data; staff members with a willingness to engage in collaborative decision-making; and efforts underway to include family and community members. However, challenges exist.

Instruction and interventions

Across all school levels and subjects taught, the majority of instructional staff members indicated they used evidence-based literacy programs and/or practices and felt supported in instructional decision making. However, while staff members had appropriate literacy programs to use, they did not necessarily think they had the time to use them. At least one-half of teachers, overall, agreed that had *just enough* time to devote to reading, but more than one-half indicated they had *too little* time to devote to writing. Furthermore, teachers were more likely to report they had *too little* time to provide content area instruction and supplemental interventions in reading and writing compared to the time they had to

provide core instruction in reading and writing. Instructional staff members also questioned whether they had the resources needed to successfully implement their literacy programs.

Data systems and use

To their credit, schools had systems for administering, collecting, and storing student assessment data. However, schools did not always disseminate data in a timely or user-friendly manner. Across school levels, larger proportions of staff members reported data dissemination was timelier than it was user-friendly. Furthermore school staff members reported they were not always provided support for data use, especially those in middle/high schools.

The limited user-friendliness of data and support may explain why teachers did not always use data. Between one-quarter and one-third of teachers reported never using screening, progress monitoring, diagnostic, *or* outcome assessments; 15 percent of these reported using none of the data types (most were middle/high school teachers). Teachers in pre-kindergarten and elementary schools reported using data at least every other week, while middle/high school teachers used data at least every other month. Regarding team-based data use, teachers who belonged to grade-level teams did not always discuss data when they met. Teachers reported higher frequencies of meeting than of using data during meetings.

Collaboration

The vast majority of school staff members agreed that using a team approach to make data-based decisions for students would increase student achievement. However, getting that collaboration may prove difficult. About four-fifths of staff members reported that their school was committed to providing collaboration time to support the MSRP and that their school had a collaborative culture. In addition, the same proportion of teachers reported the use of grade-level teacher teams. However, one-fifth of staff members perceived obstacles to collaboration, and two-fifths of instructional staff members reported "too little" collaboration with colleagues to improve literacy achievement and instruction.

Family and community involvement

MSRP supports family involvement in their child's education. And in fact, at the *pre-kindergarten* level, families were involved in schools in a variety of ways. School staff members recognized and honored volunteers, invited families to participate in family literacy activities, communicated with families in meaningful ways, and supported families as their child transitioned into elementary school. Smaller proportions of staff members in elementary and middle/high schools agreed that these type of family involvement activities occurred in their schools. Finally, while schools worked with community partners to support literacy involvement, they had more limited experience establishing private/public partnerships to support middle/high school readiness.

Professional development

On-site Leadership Teams coordinated the provision of professional development to address staff members' identified needs. Almost all staff members participated in some school-based MSRP professional development between February and May 2012. They most commonly received professional development after school and during staff meetings, and professional development tended to include discussions and video reflections and sharing. Regardless of school level, professional development

addressed purposes and uses of different types of assessments (e.g., progress monitoring, screening, and diagnostic), using data to make instructional decisions, and response to intervention (RTI).

School staff member perceptions of outcomes

The overall purposes of the MSRP are to provide school staff members with tools to improve literacy instruction and improve student outcomes. While almost all school staff members agreed their school was committed to providing professional development to support the MSRP, far fewer agreed that through MSRP they participated in on-going professional development that was a valuable use of their time and provided them with additional skills to meet students' literacy needs. Two-thirds of staff members agreed that participation in MSRP improved student performance.

Student assessment outcomes

Evaluators collected and analyzed data from multiple assessments that were administered for the project. These assessments included *Istation's Indicators of Performance* (ISIP), *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS), *AIMSweb*, *MY Access!* writing, *Montana Comprehensive Assessment System* (MontCAS), and *American College Test* (ACT). A variety of assessments were administered to include as many grade levels in literacy outcome measures as possible. Not all students participated in all assessments. Findings from analyses of these data include one key measure for each grade level:

- Pre-kindergarten: Increased percentages of students scored in the highest performing categories on the ISIP assessment from winter to spring 2012 (53% to 59%).
- Elementary school:
    - Increased percentages of students scored in the highest performing categories on the ISIP, DIBELS, and AIMSweb (53% to 59%).
    - The same proportion of students scored proficient/advanced on the MontCAS reading assessment from spring 2011 to spring 2012 (85%).
- Middle/High school:
    - Increased percentages of students scored in the highest performing categories on the ISIP, DIBELS, and AIMSweb (45% to 48%).
    - Increased proportions of middle and high school students scored proficient/advanced on the MontCAS (81% to 85% and 63% to 72%, respectively).
    - Average scores were obtained by grade 8 and 11 students on the *MY Access!* writing assessment in spring 2012 (3.5 and 3.7, respectively, on a scale of 1 to 6).
    - Lower, average composite scores were obtained by grade 11 students in MSRP schools compared to grade 11 students in non-MSRP schools on the ACT in fall/winter 2011 (16.5 and 19.8, respectively, on a scale of 1 to 36).

Achievement Gaps

OPI met its established goals for increasing MontCAS literacy outcomes for disadvantaged populations across grades 5, 8 and 10. Goals were met for American Indian and economically disadvantaged students and students with limited-English proficiency (LEP) and eligible to receive special education services. The one area where goals were not met was that set for LEP students in grades 8 and 10. In addition,

achievement gap analyses found that, generally, gaps were decreasing between students who are not and who are economically disadvantaged, students who are not eligible and who are eligible for special education services, and students who are English proficient and designated LEP. Achievement gaps were generally increasing between white and American Indian students.

Dropout and graduation rates

MSRP seeks to decrease dropout rates and increase graduation rates. Across the state and in two of the five districts with high schools participating in the MSRP, dropout rates decreased. Across the state and in all of the MSRP districts with high schools, graduation rates decreased.

School level differences

Analyses detected many school-level differences. These differences were most notably at the middle/high school level—levels at which OPI has not, until now, implemented literacy initiatives to address. Smaller proportions of middle/high school staff members, compared to pre-kindergarten and elementary school staff members, agreed their Instructional Consultant provided them with support and training to meet their students' literacy needs; their principal conducted a walkthrough of their classroom; they used evidenced-based programs, especially in math and content area instruction; they had the necessary resources to support literacy instruction; they were provided with timely and user-friendly reports of student assessment data; they had support to access, interpret and use data; and they had structures to support collaboration.

Recommendations

1. The OPI Team should continue providing support for the appropriate use of screening, diagnostic, and progress monitoring assessment data.
2. The OPI Team should share research/best practices on maximizing instructional time and designing school schedules to accommodate supplemental instruction and interventions in reading and writing.
3. The OPI Team should share evidence-based guidance on effective teacher collaboration and collaborative structures that include schools and families and schools and community.
4. The OPI and Instructional Consultant Teams might consider providing extra support and technical assistance to staff members in middle/high school buildings.

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Angela Roccograndi

CHAPTER ONE: INTRODUCTION

Striving Readers Comprehensive Literacy Program

The Fiscal Year 2010 Consolidated Appropriation Act (Pub. L. No. 111-117) under Title I demonstration authority (Part E, Section 1502) of the Elementary and Secondary Education Act (ESEA) authorized the Striving Readers Comprehensive Literacy program. As part of this program, the United States Department of Education (USDOE) awarded formula grants to states to establish a State Literacy Team. State Literacy Team members, with expertise in literacy development and education for children from birth to grade 12, were charged with developing a comprehensive State Literacy Plan. In October 2010, USDOE awarded these formula grants to 46 states, the District of Columbia, and Puerto Rico. In September 2011, the USDOE further awarded discretionary grants for states to continue development of their State Literacy Plan and implement it among a group of selected Local Education Agencies (LEAs) and early childhood providers. The Montana (MT) Office of Public Instruction (OPI) responded to both request for proposals. OPI received $150,000 to establish the MT Statewide Literacy Team and the MT Literacy Plan (MLP) and an additional $7,600,000 to implement the MLP in a group of select schools following a competitive subgrant application process.

Montana Striving Readers Project

The Montana Striving Readers Project (MSRP) has five goals:

1. To further develop and implement a MT Literacy Plan that makes provisions for literacy at all age/grade levels, including challenging transitions from preschool to elementary, elementary to middle school, and middle school to high school; is aligned to MT Standards for English Language Arts and MT Early Learning Guidelines; involves collaborating with other agencies; and addresses literacy across the content areas.
2. To run a rigorous, competitive subgrant application process, which will select LEAs (district-operated K-12 schools and special education preschools) and Head Start programs that have a high capacity to implement comprehensive, effective literacy instruction that meets the needs of disadvantaged children and students.
3. To improve school readiness and success from birth through grade 12 in the area of language and literacy development. For disadvantaged students, the MSRP will set and achieve the following targets:
    - Increase the percentage of participating four-year olds who achieve significant gains in oral language skills as identified by the *Istation Indicators of Progress* (ISIP) early reading assessments.
    - Increase the percentage of participating fifth-grade, eighth-grade, and high-school students who meet or exceed proficiency on the Montana State English language arts assessment, the MontCAS.
    - Increase the percentage of participating students achieving proficiency in all subgroups, including American Indian, economically disadvantaged, and limited-English proficient students, as well as students with disabilities.

4. To fully implement a data-based, decision making process to collect, analyze, and use high-quality data in a timely manner to assess the effectiveness of the MT Literacy Plan in meeting the targets in Goal 3, both statewide and at the LEAs and Head Starts.
5. To decrease the percentage of participating high school students who drop out of high school and, therefore increase the graduation rate at all participating high schools.

Six teams — the OPI Implementation Team, the Instructional Consultant Implementation Team, the On-site Leadership Implementation Team, the OPI Statewide Divisions Team, the MT Statewide Literacy Team, and the MT Statewide Community Partners Team—will oversee and implement the MSRP. Furthermore, the MSRP will use of a three-step process that includes a self assessment, aligned to the MLP; action plans that address three phases of implementation (exploring, implementing, and sustaining); and continuous improvement cycle to achieve its goals.

Evaluation and Methods

In winter 2012, OPI contracted with Education Northwest to evaluate the first year's implementation of their discretionary award, the MSRP. The evaluation of Year 1 covers implementation from mid-February through May 2012. The evaluation focuses on the attainment of goals 1, 3, 4, and 5 and includes the analysis of student assessment data from a variety of sources and the administration of a survey to all teachers, aides, and site administrators in participating schools and early childhood agencies. The following describes the evaluation's methods, data collection, and analytic methods.

Student Assessment Data

MSRP administers multiple assessments which the evaluation collects and analyzes to measure student progress in reading and writing. These include *Istation's Indicators of Progress* (ISIP), the *Dynamic Indicators of Basic Early Literacy Skills Next* and *Dynamic Indicators of Basic Early Literacy Skills* 6th edition (DIBELS), *AIMSweb*, *MY Access!* writing, *Montana Comprehensive Assessment System* (MontCAS) reading, and the *American College Test* (ACT). A variety of assessments were administered to include as many grade levels in literacy outcome measures as possible. Not all students participated in all assessments.

ISIP, DIBELS, and AIMSweb. MSRP requires participating schools to assess their preschool through grade 10 students using DIBELS or AIMSweb (if they already use it), or ISIP (if DIBELS or AIMSweb are not already used). Schools administered assessments in January (DIBELS/AIMSweb)/February (ISIP) and May 2012. The evaluation bases its analyses of these assessments' data on each assessment's determination of instructional need. These instructional needs are aligned with the Montana Response to Intervention (RTI) three-tier system. Tier 1 students "demonstrate subject proficiency" from core classroom instruction; Tier 2 students receive the core classroom instruction, but also require "strategically targeted instruction" to help them attain proficiency; and Tier 3 students require "intensive targeted instruction" in addition to, or in place of, the core classroom instruction and targeted instruction. In addition to these three levels of instruction and support, evaluators created a fourth category, "Advanced," based on data from the test publishers. "Advanced" includes students performing at or above the 90th percentile in reading.

ISIP, DIBELS, and AIMSweb analyses in this report include the calculation of the percentage of students in each of the four instructional categories in winter and spring and non-parametric tests of movement across these tiers. Only students with winter *and* spring assessment data are included. In addition, the

evaluation includes achievement gap analyses between subgroups of MSRP's students. Subgroups include American Indian students and students designated as limited English proficient (LEP), economically disadvantaged, and receiving special education services. Analyses compare these subgroups to their respective peers (white and English proficient students and students not economically disadvantaged, and not receiving special education services). Achievement gap analyses use either subgroup means and standard deviations to calculate effect sizes, using Cohen's *d*; or percentages of students in the Tier 1/Advanced categories, using odds ratios.

An effect size is an index that measures the magnitude of the relationship between two variables in a standardized manner. This evaluation uses Cohen's *d* to gauge the relative magnitude of those differences. Descriptors for interpreting effect sizes are generally as follows: 0.20 is a small effect size, 0.50 is a medium effect size, and 0.80 is a large effect size (Cohen, 1988).

An odds ratio is the ratio of the odds of one group (e.g., students in 2012) achieving proficiency to the odds of another group (e.g., students in 2011) achieving proficiency.[1] An odds ratio of "1" means the two groups are equally likely to achieve proficiency. An odds ratio above "1" indicates the first group is more likely to achieve proficiency than the latter group, and an odds ratio below "1" indicates the latter group is more likely to achieve proficiency than the former group.

***MY Access!* writing.** Participating schools assess their grade 8 and grade 11 students using the *MY Access!* writing assessment. Schools administered the assessment in May 2012. The project administered two writing prompts: an informative prompt on media influence in grade 8 and a persuasive prompt on a department store dilemma in grade 11. *MY Access!* results include a holistic score and 5 trait scores: Focus and Meaning; Content and Development; Organization; Language Use, Voice, and Style; and Mechanics and Conventions. *MY Access!* provides scores using a six-point rubric, with "6" being the highest. A "6" indicates "very effective;" a "5" is "good"/"strong" for informative and persuasive writing, respectively; a "4" is "adequate;" a "3" is "limited/partial;" a "2" is "minimal/limited;" and a "1" is "inadequate."

MY Access! analyses in this report include the calculation of the mean holistic and trait scores in spring for all grade 8 and grade 11 students, combined, and for students by grade. In addition, the evaluation conducted achievement gap analyses between subgroups of MSRP students reported in the *MY Access!* data system—American Indians and those economically disadvantaged—and their respective peers (white students and those not economically disadvantaged) using effect sizes and Cohen's *d*.

MontCAS. All Montana schools assess their grade 3 through 8 and grade 10 students using the MontCAS annually, in the spring. Evaluators obtained MontCAS reading scores from the OPI GEMS website. Comparisons of the median percentage of students categorized as proficient or advanced, in participating schools, from spring 2007 to spring 2012, are presented, overall, and by school level (elementary, middle, and high). In addition, the median percentage of students categorized as proficient/advanced in participating schools, by subgroup (American Indian and white, LEP and English proficient, economically disadvantaged and not economically disadvantaged, and receiving and not receiving special education services) and school level are compared. Finally, the evaluation compares statewide percentages of students in these same categories and subgroups, overall and by grade level

[1] Odds ratio=(Group 1 percentage meeting/(1-Group 1 percentage meeting))/(Group 2 percentage meeting/(1-Group 2 percentage meeting))

(grades 5, 8 and 10). All analyses include odds ratios to measure changes, year to year and in achievement gaps.

ACT. Students in grade 11 planning to enter college following graduation can opt to take the ACT in the fall/winter of their junior year. ACT reports composite scores on a scale of 1 to 36, with 36 being the highest score. The evaluation obtained 2011 ACT data from OPI. It calculated mean composite scores and effect sizes and conducted one-way Analysis of Variance (ANOVA) to determine differences in mean scores. In addition, the evaluation conducted achievement gap analyses between a subgroup of MSRP's students reported in the ACT data system (white and American Indian students) using effect sizes and Cohen's *d*.

Table 1-1 summarizes matched assessment data (students with assessment data in winter and spring 2012) collected by the evaluation during Year 1. It shows that the majority of schools used ISIP and that two schools switched from a previously adopted assessment to ISIP between winter and spring.[2] It also shows that MSRP middle/high schools only used the *MY Access!* and ACT assessments.

[2] Whittier ES switched to ISIP for Grades 4-6, but continued using *AIMSWeb* for Grades K-3.

Table 1-1. Number of Matched Assessments, Winter and Spring 2012, by School, Grade Level, and Type

			Winter 2012			Spring 2012				
District	**School**	**Grade Level(s)**	**DIBELS**	***AIMSWeb***	**ISIP**	**DIBELS**	***AIMSWeb***	**ISIP**	***MY Access!****	**ACT****
Anaconda	Anaconda HS	9-10	0	0	151	0	0	151	84	0
	WK Dwyer ES	K-2	0	0	234	0	0	234	0	
Browning	Bergan ES	K	0	0	146	0	0	146	0	
	Browning ES	2-3	0	0	341	0	0	341	0	
	Browning HS	9-10	0	0	184	0	0	184	51	69
	Browning MS	7-8	0	0	208	0	0	208	75	
	Napi ES	4-6	0	0	364	0	0	364	0	
	Vina Chattin ES	1	0	0	140	0	0	140	0	
Butte	East MS (Butte)	7-8	0	0	618	0	0	618	280	
	West ES	K-6	0	432	0	0	432	0	0	
	Whittier ES	K-6	0	393	0	0	233	160	0	
Central Mountain HS	Harlowton PreK	PreK	0	0	11	0	0	11	0	
	Lewistown PreK	PreK	0	0	39	0	0	39	0	
	Roundup PreK	PreK	0	0	14	0	0	14	0	
Charlo	Charlo ES	K-6	0	0	137	0	0	137	0	
	Charlo HS	9-10	0	0	41	0	0	41	11	6
	Charlo MS	7-8	0	0	40	0	0	40	22	
Great Falls	Chief Joseph ES	K-6	0	0	266	0	0	266	0	
	East MS (GF)	7-8	0	0	698	0	0	698	308	
	Great Falls HS	9-10	0	0	595	0	0	595	234	0
	Valley View ES	K-6	0	0	338	0	0	338	0	
Hardin	Crow Agency ES	K-5	0	0	241	0	0	241	0	
	Hardin ES	K-2	0	0	309	0	0	309	0	
	Hardin HS	9-10	0	0	187	0	0	187	55	32
	Hardin IS	3-5	0	0	299	0	0	299	0	
	Hardin MS	6-8	0	0	305	0	0	305	81	
	Hardin PreK	PreK	0	0	25	0	0	25	0	
HRDC	Belgrade PreK	PreK	0	0	89	0	0	89	0	
Kalispell	Elrod ES	K-2	148	0	0	148	0	0	0	
	Russell ES	K-2	137	0	0	137	0	0	0	
Libby	Libby ES	K-6	0	551	0	0	551	0	0	
	Libby MS	7-8	0	0	165	0	0	165	64	
Lone Rock	Lone Rock ES	K-6	209	0	0	209	0	0	0	
	Lone Rock MS	7-8	0	0	68	0	0	68	38	
RMDC	Rocky Mtn. PreK	PreK	0	0	121	0	0	121	0	
Wolf Point	Northside ES	4-6	170	0	0	0	0	170	0	
	Southside ES	K-3	0	0	269	0	0	269	0	
	Wolf Point HS	9-10	0	0	80	0	0	80	24	33
	Wolf Point JHS	7-8	0	0	85	0	0	85	34	
Total, by test			664	1,376	6,808	494	1,216	7,138	1,361	140
Total			**8,848**				**8,848**		**1,361**	**140**

*Includes students in grades 8 and 11.
**includes students in grade 11.

Survey

The evaluation developed and administered a PreK-12 School Staff Member Survey in spring 2012. The survey collected data related to the seven areas addressed in MSRP's self-assessment: leadership, standards, instruction and intervention, assessment and data-based decision making, professional development, system-wide commitment, and community and family involvement. The survey asked school staff members about their opinions related to these areas; their participation in, and need for, professional development; interactions between the On-site Leadership Team, the OPI Team, and the Instructional Consultant Team; and demographics. Frequency distributions, cross-tabulations, and chi-squares describe these data, as necessary.

In total, 924 MSRP participants completed and returned surveys to Education Northwest (Table 1-2). This represents an approximate 66 percent response rate among instructional staff members and 87 percent among principals/center directors.

Table 1-2. Survey Response Rates, Overall and by District

	Instructional Staff Members			Principals		
District	Number Completing Survey	Number Reported by Principal	Response Rate	Number Completing Survey	Number	Response Rate
Anaconda	35	47	74%	2	2	100%
Browning	156	431	36%	6	6	100%
Butte	88	77	114%	3	3	100%
CMHS	0	--	0%	0	3	0%
Charlo	18	30	60%	1	3	33%
Great Falls	211	246	86%	5	4	125%
Hardin	134	141	95%	6	6	100%
HRDC	15	20	75%	3	1	300%
Kalispell	25	43	58%	2	2	100%
Libby	53	54	98%	2	2	100%
Lone Rock	17	84	20%	0	2	0%
RMDC	24	9	267%	1	1	100%
Wolf Point	89	--	--	3	4	75%
Total	776*	1,182*	66%*	34	39	87%

*Excludes Wolf Point

Participation

Student Demographics. Table 1-3 summarizes the demographic information from assessment data from Year 1.[3] A total of 8,848 students participated in MSRP schools from February through May 2012. MSRP students were predominantly white (50%) or American Indian/Alaska Native (American Indian) (38%). More than one-half of students (58%) were designated as economically disadvantaged. Students

[3] If winter or spring demographic details were missing, the available data from the other time period were used. Cases were coded as "missing" if no data was available or if the winter and spring data differed.

designated as English language learners (ELLs) and/or eligible for special education services accounted for a small share of the population (9% each).

Elementary school students made up the largest group of MSRP students (see Table 2-3). More than half of MSRP students were in the elementary grades (59%), followed by middle/high school students (38%), and pre-kindergarten students (3%). Pre-kindergarten schools had the highest proportion of students who were white, economically disadvantaged, and/or eligible for special education services. Elementary schools had the highest proportion of American Indian students and ELLs. Middle/high schools had the lowest proportion of economically disadvantaged students.

Table 1-3. Demographics of MSRP Students

Group	All MSRP	Pre-kindergarten	Elementary	Middle/High
All MSRP Students	100% (8,848)	3% (299)	59% (5,225)	38% (3,324)
Race/Ethnicity				
African American	<1% (81)	1% (3)	13% (39)	1% (39)
American Indian/Alaska Native	38% (3,323)	8% (24)	44% (2,286)	30% (1,013)
Asian	<1% (47)	<1% (2)	<1% (23)	1% (22)
Hispanic/Latino	<1% (77)	0% (0)	1% (51)	1% (21)
Native HI/Other Pacific Island	<1% (48)	0% (0)	<1% (27)	1% (21)
Two or more races	<1% (2)	0% (0)	<1% (2)	0% (0)
White	50% (4,440)	84% (251)	40% (2,074)	64% (2,115)
Missing	9% (830)	5% (14)	14% (723)	3% (93)
English Language Learner Status				
English Language Learners	9% (770)	1% (4)	10% (538)	7% (228)
Not English Language Learners	75% (6,647)	58% (174)	68% (3,544)	88% (2,929)
Missing	16% (1,431)	40% (121)	22% (1,143)	5% (167)
Economic Disadvantage Status				
Economically Disadvantaged	58% (5,152)	92% (274)	58% (3,024)	56% (1,854)
Not Economically Disadvantaged	27% (2,420)	8% (25)	18% (934)	44% (1,461)
Missing	14% (1,276)	0% (0)	24% (1,267)	<1% (9)
Special Education Status				
Eligible for Special Education	10% (824)	19% (57)	8% (439)	10% (328)
Not Eligible for Special Education	88% (7,775)	81% (242)	87% (4,546)	90% (2,987)
Missing	3% (249)	0% (0)	5% (240)	<1% (9)

Table 1-4 displays MSRP student participation by district, school, and school level. About one-fifth of all MSRP students attended the Great Falls School District (21%); the Butte and Browning school districts each enrolled another 16 percent of MSRP students. The pre-kindergarten schools and the Charlo, Kalispell, and Lone Rock school districts accounted for 12 percent of all MSRP students.

Table 1-4. MSRP Student Participation, by District, School, and School Level

District	School	All Students	Pre-kindergarten	Elementary	Middle/High
Anaconda	Anaconda HS	151	0	0	151
	WK Dwyer ES	234	0	234	0
		385	**0**	**234**	**151**
Browning	Bergan ES	146	0	146	0
	Browning ES	341	0	341	0
	Browning HS	184	0	0	184
	Browning MS	208	0	0	208
	Napi ES	364	0	246	118
	Vina Chattin ES	140	0	140	0
		1,383	**0**	**873**	**510**
Butte	East MS (Butte)	618	0	0	618
	West ES	432	0	376	56
	Whittier ES	393	0	339	54
		1,443	**0**	**715**	**728**
Central Mtn. HS	Harlowton PreK	11	11	0	0
	Lewistown PreK	39	39	0	0
	Roundup PreK	14	14	0	0
		64	**64**	**0**	**0**
Charlo	Charlo ES	137	0	113	24
	Charlo HS	41	0	0	41
	Charlo MS	40	0	0	40
		218	**0**	**113**	**105**
Great Falls	Chief Joseph ES	266	0	219	47
	East MS (GF)	698	0	0	698
	Great Falls HS	595	0	0	595
	Valley View ES	338	0	297	41
		1,897	**0**	**516**	**1381**
Hardin	Crow Agency ES	241	0	241	0
	Hardin ES	309	0	309	0
	Hardin HS	187	0	0	187
	Hardin IS	299	0	299	0
	Hardin MS	305	0	0	305
	Hardin PreK	25	25	0	0
		1,366	**25**	**849**	**492**
HRDC	Belgrade PreK	89	89	0	0
		89	**89**	**0**	**0**
Kalispell	Elrod ES	148	0	148	0
	Russell ES	137	0	137	0
		285	**0**	**285**	**0**
Libby	Libby ES	551	0	479	72
	Libby MS	165	0	0	165
		716	**0**	**479**	**237**
Lone Rock	Lone Rock ES	209	0	175	34
	Lone Rock MS	68	0	0	68
		277	**0**	**175**	**102**
RMDC	Rocky Mtn. PreK	121	121	0	0
		121	**121**	**0**	**0**
Wolf Point	Northside ES	170	0	116	54
	Southside ES	269	0	269	0
	Wolf Point HS	80	0	0	80
	Wolf Point JHS	85	0	0	85
		604	**0**	**385**	**219**

Staff members. Table 1-5 summarizes demographic responses from 888 staff members across 13 districts/organizations. Teachers made up the majority of respondents (82%). They taught in classrooms ranging from preschool to grade 12 and across all subject areas. Instructional assistants accounted for 12 percent of the sample, and instructional coaches, specialists, and principals each comprised less than 5 percent of the sample. Only 1 percent of respondents were new to working in education. One-quarter of the sample (25%) had worked in education for 2-9 years, 36 percent for between 10 and 19 years, and 38 percent had been working in education for 20 or more years.

Table 1-5. Demographics of MSRP Staff Members

	All MSRP	Pre-kindergarten	Elementary	Middle/High
All MSRP Staff Members	100% (888)	9% (81)	45% (400)	46% (412)
Grade Level Taught/Supported				
Preschool	10% (93)	101% (81)	3% (12)	0% (0)
Kindergarten	15% (130)	3% (2)	32% (128)	0% (0)
Grade 1	17% (149)	0% (0)	37% (149)	0% (0)
Grade 2	16% (141)	0% (0)	35% (141)	0% (0)
Grade 3	14% (125)	0% (0)	31% (124)	<1% (1)
Grade 4	14% (123)	0% (0)	31% (123)	0% (0)
Grade 5	14% (124)	0% (0)	29% (115)	2% (9)
Grade 6	15% (131)	0% (0)	17% (69)	15% (62)
Grade 7	20% (179)	0% (0)	0% (0)	44% (179)
Grade 8	19% (173)	0% (0)	0% (0)	42% (173)
Grade 9	18% (159)	0% (0)	0% (0)	39% (159)
Grade 10	19% (169)	0% (0)	0% (0)	41% (169)
Grade 11	20% (176)	0% (0)	0% (0)	43% (176)
Grade 12	20% (174)	0% (0)	0% (0)	43% (174)
Subjects Taught				
PreK/Kindergarten readiness	12% (105)	10% (64)	10% (41)	0% (0)
Language Arts	50% (440)	74% (21)	74% (296)	30% (123)
Math	45% (400)	71% (21)	71% (284)	23% (95)
Science	30% (268)	47% (17)	47% (189)	15% (62)
Social Studies	31% (273)	45% (13)	45% (178)	20% (82)
Foreign Language	2% (14)	0% (0)	1% (2)	3% (12)
Specials (music, art, PE, library)	17% (152)	20% (16)	15% (59)	19% (77)
Other	18% (156)	6% (5)	14% (56)	23% (95)
Does not teach	5% (45)	9% (7)	6% (23)	4% (15)
Role				
Certificated teacher	80% (707)	52% (39)	75% (288)	94% (380)
Instructional Asst./para-pro	12% (103)	37% (28)	18% (70)	1% (5)
Instructional coach/facilitator	1% (10)	3% (2)	2% (6)	<1% (2)
Specialist (O/PT, SLP, etc.)	1% (11)	0% (0)	1% (5)	2% (6)
Principal	4% (34)	8% (6)	4% (17)	3% (11)
Years Worked in Education				
1st year	1% (13)	1% (1)	2% (6)	2% (6)
2-4 years	8% (72)	19% (15)	9% (36)	5% (21)
5-9 years	17% (148)	26% (21)	18% (70)	14% (57)
10-14 years	20% (174)	16% (13)	19% (75)	22% (86)
15-19 years	16% (135)	14% (11)	16% (62)	16% (62)
20+ years	38% (328)	24% (19)	35% (141)	42% (168)

Table 1-5. Demographics of MSRP Staff Members (continued)

	All MSRP	Pre-kindergarten	Elementary	Middle/High
District/Organization				
Anaconda	4% (35)	0% (0)	4% (17)	4% (18)
Browning	18% (159)	0% (0)	26% (103)	14% (56)
Butte	10% (86)	0% (0)	11% (43)	11% (43)
Central Mtn. Head Start	1% (9)	11% (9)	0% (0)	0% (0)
Charlo	2% (18)	0% (0)	2% (7)	3% (11)
Great Falls	24% (213)	20% (16)	10% (40)	38% (157)
Hardin	16% (140)	9% (7)	16% (65)	17% (68)
Human Resource Dev. Council	2% (18)	23% (18)	0% (0)	0% (0)
Kalispell	3% (25)	0% (0)	6% (25)	0% (0)
Libby	6% (55)	1% (1)	9% (34)	5% (20)
Lone Rock	2% (16)	0% (0)	2% (9)	2% (7)
Rocky Mtn. Dev. Council	3% (24)	30% (24)	0% (0)	0% (0)
Wolf Point	10% (90)	6% (5)	14% (56)	7% (29)

Additional staff member demographics can be found in Appendix B.

CHAPTER 2: MSRP IMPLEMENTATION

Implementation of Montana Striving Readers Project (MSRP) occurs at two levels—at the project level, with the work of the Montana Office of Public Instruction (OPI) Implementation Team (OPI Team) and the Instructional Consultant Implementation Team (Instructional Consultant Team), and at the site level, with the work of the On-site Leadership Implementation Team (On-site Leadership Team) at each participating school. This chapter uses data from the MSRP PreK-12 School Staff Member Survey to describe implementation of the MSRP at these two levels. It addresses the provision of professional development and technical assistance from the OPI and Instructional Consultant teams to the On-site Leadership teams. It also focuses on the establishment of On-site Leadership Teams and their implementation of the MSRP. Analyses are disaggregated at three school levels as appropriate: pre-kindergarten, elementary school (kindergarten through grade 5), and middle/high school (grades 6 through 12).

Project-level Implementation

The OPI and Instructional Consultant teams work at the project level.

OPI Team

The OPI Team's role in the MSRP is to implement the Montana Literacy Plan (MLP) activities and coordinate all implementation and statewide teams.[4] This includes convening bimonthly meetings to support the On-site Leadership Teams and providing professional development and technical assistance related to implementing effective language and literacy instruction, administering the project's required assessments, using iWalkthrough, and implementing a data-based decision making model. Professional development and technical assistance are offered both off-site at meetings in Helena and on-site, facilitated by an OPI Team member.

In February and April 2012 the OPI Team hosted its first two MSRP statewide workshops. These workshops provided professional development on a number of topics, including:

- Roles of the OPI and Instructional Consultant teams
- MSRP self-assessment and action plans
- Required assessments, including *Istation's Indicators of Progress* (ISIP) and *MY Access!* writing
- Using data to support instruction
- Response to intervention (RTI)
- Principals' use of iWalkthrough during classroom observations
- Establishing preK-12 systems.

According to survey data, the majority of On-site Leadership Team members attended these meetings and found the content of high quality. Certified teachers, at all grade levels, and principals were in attendance (64% and 91%, respectively). Attendance at the April meeting was slightly higher than at the

[4] The report includes OPI's implementation of the MSRP as it relates to the On-site Leadership Teams; it does not address coordination and implementation of the statewide teams (Montana Statewide Literacy Team, the Montana Statewide Community Parents Team, and the Montana OPI Statewide Divisions Team).

February meeting (78% and 73%, respectively). Participants "agreed" or "strongly agreed" that the professional development was of high-quality (86%) and on-going (96%).

In addition to offering off-site opportunities for professional development, the OPI Team conducts site visits during which they provide additional professional development and technical assistance to the On-site Leadership Team. OPI Team members each work with a set of schools and visit once every four to six weeks, depending on the needs of the school.

The majority of On-site Leadership Team members reported their OPI Team member visited them once a month (59%); 13 percent indicated they were visited for two days; and 16 percent indicated they had not been visited (these members were primarily in the Libby and Browning school districts). The vast majority of On-site Leadership Team members (88%) "agreed" or "strongly agreed" that the OPI Team provided them with support and training to meet their students' literacy needs.

Instructional Consultant Team

Whereas the OPI Team works with the On-site Leadership Team, the Instructional Consultant Team focuses attention on instructional staff members, but also works with the On-site Leadership Team. The team's role is to provide direct support to school staff members in implementing their MSRP school literacy plan. Members of the Instructional Consultant Team also work with a set of schools. Unlike the OPI Team members, they spend three to four days on site each month.

Instructional staff members reported that their Instructional Consultant Team member visited them one or two days a month (59%); 16 percent indicated they had not been visited (these staff members were primarily in the Browning, Butte, Great Falls, and Hardin school districts).

Instructional staff members were less likely to agree that support from their Instructional Consultant Team member met their needs compared to similar responses from the On-site Leadership Team members about their experiences with their OPI Team Member (see Table 2-1). The majority of instructional staff members (72%) "agreed" or "strongly agreed" that the Instructional Consultant Team provided them with support and training to help them *meet their students' literacy needs.* Fewer "agreed" or "strongly agreed" that the Instructional Consultant Team provided them with *support and training to help them meet their needs as a teacher whose students engage in reading and writing* (65%). In both cases, instructional staff members from the Browning, Great Falls, and Hardin school districts, or those teaching in grades 6 through 12 (56%), or kindergarten through grade 5 (39%), "disagreed" or "strongly disagreed" that they received this kind of support.

Table 2-1. Percentage of Staff Members Agreeing that State-Team Members Provided Them with Support

	OPI Team	Instructional Consultant Team
On-site Leadership Team	88%	n/a
Staff members	n/a	72%

On-site Implementation

On-site implementation of the MSRP includes activities engaged in by the On-site Leadership Teams and instructional staff members in their schools. This section of the chapter looks at several aspects of on-site implementation, including composition and work of the On-site Leadership Team, support for and buy in to MSRP, instruction and interventions, Response to Intervention (RTI), professional development, and family and community involvement.

On-site Leadership Team

The MSRP requires the On-site Leadership Team to engage in multiple tasks. These include: indentifying initial literacy needs through Self-Assessment, developing action plans to address identified needs; and using the Continuous School Improvement Process (CSIP) to assess progress and reassess needs. To accomplish these tasks, teams keep community partners informed, acquire necessary resources, rework existing structures, create necessary time for instruction through schedule changes and various meetings, and monitor implementation of the MSRP grant.

On-site Leadership Team members are required to participate in all visits from the OPI and Instructional Consultant teams, and attend the bimonthly statewide workshops in Helena. Based on the content of these workshops, the On-site Leadership Teams develop action plans to disseminate information and training to the instructional staff members in their school. The principal is a required member of the On-site Leadership Team. In addition to the requirements listed above, principals also must regularly observe teacher instruction and utilize a data collection tool, iWalkthrough, when doing so.

On-site Leadership Team members at all school levels, in every district, reported they had an On-site Leadership Team, and every principal indicated that they were a member. As noted earlier, teams were comprised primarily of certified teachers (72%) and principals (19%), and the majority of team members indicated they had attended the statewide workshops and were aware of visits by the OPI and Instructional Consultant teams. Almost half of the team members reported meeting weekly (48%), one-quarter reported meeting at least once a month, and one-fifth reported meeting every two weeks.

Principals observed teachers in their classrooms and used iWalkthrough as required. On the survey, principals reported how many staff members they had observed during the previous week by conducting a walkthrough. The median percentage of classrooms observed was 57 percent. One-quarter of principals reported conducting observations in all of the classrooms in their building; 10 percent reported conducting no classroom observations. Teachers validated these reports. Almost one-half of teachers (45%) reported their principal walked through their classroom at least weekly, and an additional one-third indicated principals did so at least monthly; 7 percent of teachers indicated their principal had not done so. Pre-kindergarten and elementary school teachers reported more frequent observations than were reported by middle/high school teachers.

The majority of principals also reported regular use of iWalkthrough when conducting classroom observations (71%); an additional 9 percent indicated they used it "more often than not" and 3 percent of principals "never or rarely" used it. The vast majority of principals found iWalkthrough at least "somewhat useful" (94%).

Activities engaged in by On-site Leadership Teams are shaped by the CSIP. The CSIP requires team members to:

- Assess current status
- Develop a plan of change
- Implement the plan
- Monitor implementation of the plan
- Monitor impact of the plan
- Review new data
- Revise and refine the plan

The majority of team members (73%) reported conducting a literacy needs assessment and developing a school literacy plan (89%). Almost all team members reported developing action plans (88%). Fewer reported monitoring implementation of their plans (71%), monitoring progress in achieving its goals (69%), and monitoring its impact (48%). However, teams *did* discuss schoolwide data (80%), and to a more limited extent, grade-level data (61%), subgroup data (45%), and MSRP/RTI self-assessment data (57%).

Four grade-level differences were detected:

- On-site Leadership Team members in middle/high schools in the Browning and Wolfpoint schools districts were more likely to report that they had not conducted a needs assessment.
- Team members in elementary schools were more likely to discuss grade-level data, compared to members who taught in pre-kindergarten or middle/high schools (74%, 50%, and 49%, respectively).
- Team members in pre-kindergarten schools were more likely to be reviewing self-assessment data, compared to those in elementary or middle/high schools (78%, 62%, and 47%, respectively).
- Team members in pre-kindergarten and elementary schools were more likely to monitor the implementation of action plans, compared to team members in middle/high schools (83%, 78%, and 62%, respectively).

The least common activity addressed by On-site Leadership Teams was ensuring the school was developing a cohesive literacy strategy by coordinating MSRP and other federal, state, and local funds (30%).

Instructional Staff Member Experiences

Support and buy-in. MSRP schools currently have a strong base from which to implement the project. Not only are staff members confident in the leadership of their districts and schools that supports them in this endeavor, but they are optimistic about the future prospects for their students and are committed to seeing their students succeed. Staff members reported that MSRP had strong support from their superintendents (90%) and principals (98%) and that their school committed the resources necessary to successfully implement the project (88%). The vast majority of staff members believed in the philosophy and approach of the MSRP (90%) and was pleased their school had taken a part in it (88%). They also agreed that all students in their school could be successful (92%) and that they, as teachers, were responsible for seeing their students succeed (89%).

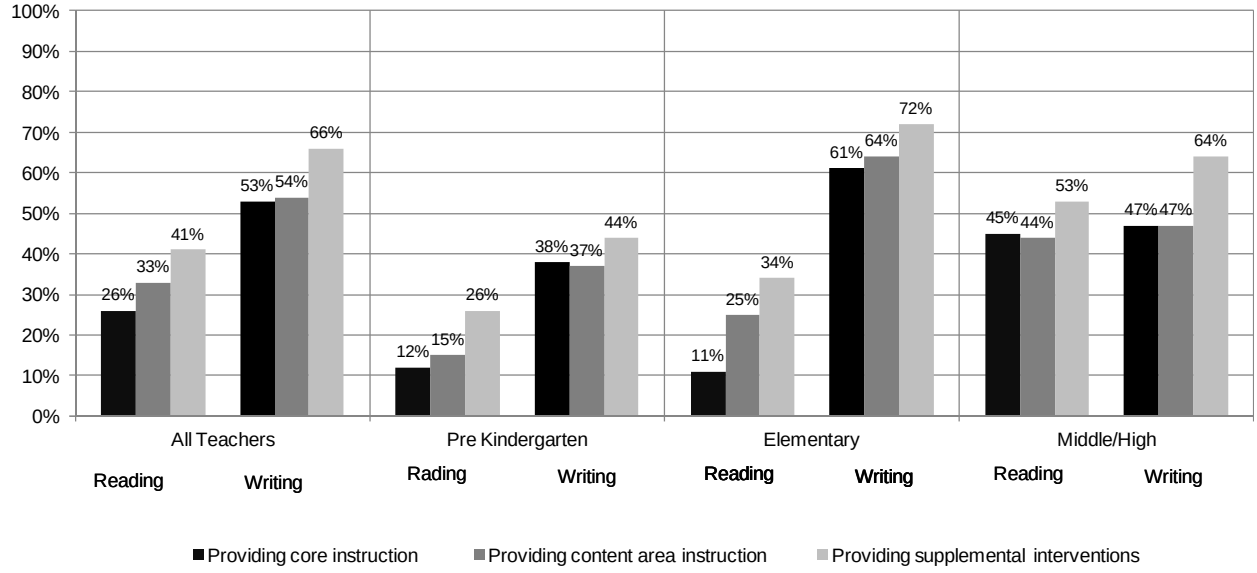
Awareness of On-Site Leadership Team and its activities. On-site Leadership Team members should keep instructional staff members informed of team activities, and these activities should be reflective of their needs. Staff members were more aware of the existence of an On-site Leadership Team than they were of its activities. The vast majority of elementary school and middle/high school staff members reported that their school had such a team (92% and 87%, respectively). The majority of pre-kindergarten instructional staff members did as well (74%); however, 22 percent of pre-kindergarten instructional staff members did not know whether such a team had been established.

Regardless of school level, just over one-half of staff members reported their On-site Leadership Team conducted a literacy needs assessment (53%). Slightly more staff members reported their team developed a MSRP school literacy plan (58%). In both cases, about two-fifths of staff members did not know if these activities had occurred. The majority of school staff members who knew of the school's literacy plan understood the plan's critical components (70%) and goals (80%) and supported its goals (89%). When including responses from *all* staff members, the results decreased to 48 percent, 58 percent, and 69 percent, respectively.

Instruction and intervention. MSRP expects schools to utilize evidence-based instruction in pre-kindergarten, elementary, and middle/high school classrooms. Teachers should use evidence based-instruction during core reading and writing time, across the content areas, and in implementing interventions. Across all school levels and subjects taught, the majority of instructional staff members (87%) agreed that they used evidence-based literacy programs and/or practices. This was especially true at the pre-kindergarten and elementary school levels, where at least 96 percent of instructional staff members agreed. However, instructional staff members at the middle/high school level were less likely to agree (77%), as were elementary school math instructors (86%), middle/high school math instructors (64%), and middle/high school content area instructors (math and/or science/social studies) (64%).

Teachers also need adequate time to use these resources in their classroom. When asked if they had "too little," "just enough," or "too much" time to provide core and content area instruction and supplemental interventions in reading and writing, teachers rarely indicated that they had *too much* time. While at least one-half of teachers, overall, agreed that had *just enough* time to devote to reading, more than one-half indicated they had *too little* time to devote to writing (see Figure 2-1). Furthermore, teachers were more likely to report they had *too little* time to provide content area instruction and supplemental interventions in reading and writing compared to the time they had to provide core instruction in reading and writing. Finally, while the majority of pre-kindergarten teachers thought they had just enough time to address reading and writing, middle/high school teachers were less likely to agree that they had enough time to address reading, and elementary school teachers were less likely to agree that they had enough time to address writing.

Figure 2-1. Percentage of Teachers Reporting "Too Little" Time for Reading and Writing Activities



Although teachers did not always report having enough time to devote to reading and writing, they did agree that their classrooms were language and text rich. Over 95 percent of language arts, math, science and/or social studies teachers "agreed" or "strongly agreed" that they provided numerous opportunities for students to hear and speak language and see and read text (see Table 2-2). Larger proportions of language arts teachers in preschool and middle/high school buildings strongly agreed than did elementary school language arts teachers. On the other hand, larger proportions of language arts teachers at the middle/high school level strongly agreed that they provided these opportunities than did middle/high school content area teachers who did not teach language arts.

Elementary school classrooms appeared to be more consistently language and text rich than pre-kindergarten and middle/high school classrooms. When asked if other classrooms around theirs were language and text rich, elementary school teachers' reported that nearby classrooms were similar to their own. However, smaller proportions of pre-kindergarten and middle/high school language arts teachers strongly agreed that classrooms around theirs were language and text rich, and smaller proportions of middle/high school content area teachers agreed that classrooms around theirs were language and text rich.

Table 2-2. Teachers' Classroom Environments

Statement	Percentage Agreeing / Strongly Agreeing			
	Pre-kindergarten Language Arts	Elementary Language Arts	Middle/High Language Arts	Middle/High Content
I provide numerous opportunities for students to hear and speak language (i.e., my classroom is language rich)	38% / 62%	69% / 28%	52% / 46%	75% / 17%
I provide numerous opportunities for students to see and read text (e.g., books, walls) i.e., my classroom is text rich)	43% / 57%	60 / %36%	52% / 46%	75% / 19%
I would consider the closest classroom to the right of me a language-rich environment.	55% / 37%	61% / 29%	58% / 25%	62% / 15%
I would consider the closest classroom to the right of me a text-rich environment.	53% / 37%	62% / 27%	56% / 23%	59% / 1%5

Teachers at all school levels reported receiving support in decision making about instruction and classroom management, but smaller proportions of instructional staff members felt they had the resources needed to successfully implement literacy programs/practices. Table 2-3 shows that pre-kindergarten teachers were more likely to feel supported than were elementary and middle/high school teachers (93% compared to 83% and 81%, respectively). Larger proportions of pre-kindergarten and elementary school instructional staff members felt they had the resources they needed to support literacy than was reported by middle/high school instructional staff members (80% and 82% compared to 60%, respectively).

Table 2-3. Teachers' Perceptions of Instructional Support

Statement	All Staff Members	Pre-kindergarten	Elementary	Middle/High
I am supported in decision making about instruction and classroom management.	83%	93%	83%	91%
I have the resources I need to successfully implement literacy programs/practices	72%	80%	82%	60%

Regardless of the instruction and intervention challenges, staff members were optimistic about MSRP. The vast majority agreed that MSRP was an effective process for providing literacy instruction and intervention to all students (88%), to all students reading below grade level (92%), and to American Indian students (87%).

Response to Intervention (RTI). MSRP schools are required to establish an RTI system that includes the regular use of screening and progress-monitoring assessments, multiple tiers of instruction and intervention, and collaborative problem solving. This section examines the extent to which schools had systems in place to administer, and ultimately use, assessment data in collaborative settings.

The vast majority of school staff members "agreed" or "strongly agreed" that their school had systems for administering, collecting, and storing student assessment data (see Table 2-4). Larger proportions of staff members in pre-kindergarten and elementary schools than in middle/high schools "agreed" or "strongly agreed" that dissemination was timely and user-friendly. In addition, across school levels, larger proportions of staff members reported data dissemination was timelier than it was user-friendly.

Table 2-4. School Data Systems

My school has a system for…	Pre-kindergarten	Elementary	Middle/High
Administering student assessments on a regular basis.	99%	97%	91%
Collecting/storing student assessment data	99%	97%	91%
disseminating student assessment data in a timely manner	94%	87%	81%
Disseminating student assessment data in a user-friendly manner.	86%	86%	69%
I am supported in accessing, interpreting, and/or using student assessment data	87%	87%	78%

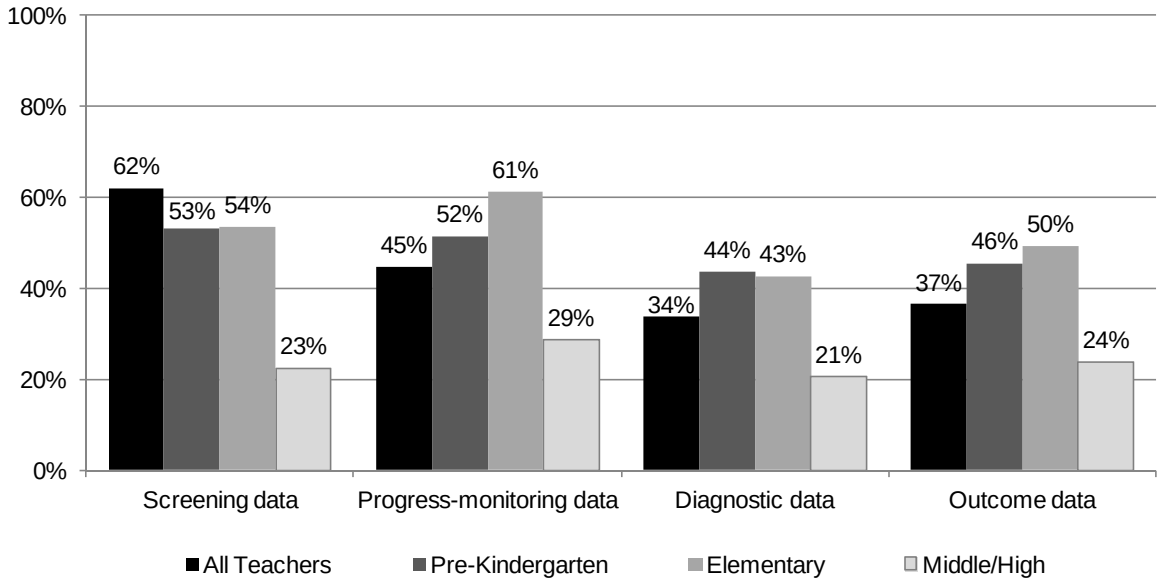
While the majority of staff members reported that their school had data systems in place, smaller proportions of teachers indicated using data. Between one-quarter and one-third of teachers reported never using screening, progress monitoring, diagnostic, *or* outcome assessments; 15 percent of these reported using none of the data types reported in Table 2-5 (three-quarters were middle/high school teachers and one-fifth were elementary school teachers).

Table 2-5. Teachers' Use of Data

I used data from…	At least weekly	At least monthly	Never
Screening assessments	30%	28%	25%
Progress monitoring assessments	36%	27%	24%
Diagnostic assessments	28%	27%	29%
Outcome assessments	28%	26%	30%

Further analyses indicated that teachers in pre-kindergarten and elementary schools used these data with similar frequency, while middle/high school teachers used them less often. Figure 2-2 shows the proportion of teachers that used the various types of data at least every other week.

Figure 2-2. Proportion of Teachers Using Data at Least Every Other Week



Similar proportions of pre-kindergarten and elementary school teachers used screening and diagnostic data (about 50% and 40%, respectively). Larger proportions of elementary teachers used process-monitoring and outcome data compared to the use by pre-kindergarten teachers (about 60% and 50%, and 50% and 45%, respectively). However, across the board, smaller proportions of middle/high school teachers reported using data (between about 20% and 30%). Likewise, larger proportions of middle/high school staff members "disagreed" that their schools supported them in accessing, interpreting, and/or using student assessment data (22%), compared to pre-kindergarten and elementary school staff members with a similar response (13%).

The vast majority of school staff members agreed that using a team approach to make data-based decisions for students would increase student achievement (94%). However fewer reported that their school was committed to providing collaboration time to support the MSRP (82%), or that their school had a collaborative culture (76%). Larger proportions of middle/high school staff members than pre-kindergarten and elementary school staff members disagreed that their school was committed to providing collaboration time (24% versus 16%); and larger proportions of elementary and middle/high school staff members, compared to pre-kindergarten staff members, disagreed their school had a collaborative culture (21% and 30% versus 10%, respectively).

Furthermore, just over two-fifths of *all* instructional staff members reported that since February 2012, "too little" time had been allotted for collaboration with their colleagues to improve literacy achievement and instruction. One-quarter of pre-kindergarten instructional staff members (23%), one-third of elementary school instructional staff members (36%), and one-half of middle/high school instructional staff members (53%) reported likewise.

Use of grade-level teams was wide-spread, but not universal. One-fifth of teachers reported they did not have grade-level teacher teams; the majority of these were middle/high school teachers (77%). Teachers who *did* belong to grade-level teams tended to meet at least weekly (54%) or at least monthly (25%); almost l in 10 teachers reported never meeting (9%). On the other hand, these teams did not always

discuss data when they met. One-third of teachers indicated they discussed data at least weekly (36%) or at least monthly (32%), and 14 percent indicated they never discussed data. Teachers in pre-kindergarten and elementary school reported meeting and discussing data more frequently than did teachers in middle/high schools (at least every other week, as opposed to at least once a month).

On average, grade-level team meetings last 54 minutes (median=45 minutes, mode=60 minutes). Pre-kindergarten teachers reported the longest team meetings (58 minutes), followed by elementary school teachers (56 minutes), and middle/high school teachers (51 minutes).

Participation in professional development. School staff members participated in MSRP-related professional development and did so at a variety of times and in a variety of formats. The vast majority of staff members (92%) reported participating in some school-based MSRP professional development. At least three-quarters of staff members considered professional development to be on-going; at least two-thirds agreed it gave them additional skills; and at least three-fifths agreed the professional development was of high-quality. Larger proportions of pre-kindergarten staff members than elementary school members, and larger proportions of elementary school members than middle/high school staff members, agreed about the attributes of professional development described in Table 2-6. Accordingly, larger proportions of middle/high and elementary teachers reported participating in "too little" professional development focused on literacy achievement and effective literacy instruction than was reported by pre-kindergarten teachers (41%, 32% and 17%, respectively).

Table 2-6. Staff Members' Perceptions of Professional Development

Statement	All Staff Members	Pre K	Elementary	Middle/high
I have participated in on-going professional development in literacy through the MSRP	78%	88%	79%	75%
Participation in MSRP has given me additional skills to meet student literacy needs	73%	88%	77%	68%
I have participated in high quality professional development in literacy through MSRP	64%	82%	67%	59%

The most common time for participating in this professional development was after school; 54 percent of staff members reporting participating at this time. One-quarter of staff members only participated after school, 14 percent participated after school and on late start/early release days, and 12 percent participated only on late start/early release days.

School staff members received MSRP professional development in a variety of formats. The most common format was staff meetings; 80 percent of staff members reported receiving professional development during these meetings. Two out of five staff members received professional development in their grade-level teacher team meetings, and one in three teachers did so in workshop settings. The least commonly used format was classroom-based (17%). The majority of staff members reporting participating in professional development in a combination of formats.

School staff members were very likely to participate in multiple professional development activities rather than just one. Professional development most commonly occurred through discussions (43%) and video reflections/sharing (38%). Between one-fifth and one-third of staff members were involved in demonstrations/modeling (29%), observations and feedback (28%), coaching (24%), and shared planning

(22%). Guided practice/practice, side by side co-teaching, and portfolio development were uncommon professional development activities mentioned, with less than one in eight staff members participating (12% or less).

Some differences existed, as displayed in Table 2-7.

Table 2-7. Percentage of Staff Members Participating in Professional Development Activities, Overall and by School Level

Activity	All Staff Members	Pre K	Elementary	Middle/High
Discussions	43%	40%	45%	42%
Video reflections/sharing	38%	42%	35%	42%
Demonstrations/modeling	29%	32%	31%	28%
Observations and feedback	28%	41%	31%	22%
Coaching	24%	43%	31%	15%
Shared planning	22%	30%	28%	16%
Guided practice/practice	12%	15%	14%	10%
Side by side co-teaching	9%	22%	14%	3%
Portfolio development	9%	6%	14%	15%

Table 2-7 shows that pre-kindergarten and elementary school staff members were more likely to receive coaching, side by side co-teaching, shared planning, and observation and feedback than were middle/high school staff members. It also shows that elementary school staff members were more likely to be involved in portfolio development than were pre-kindergarten and middle/high school staff members.

In addition to the activity differences noted above, additional analyses indicate that:

- Staff members in middle/high schools were more likely than staff members in pre-kindergarten and elementary schools to participate in professional development before school (29%, 12%, and 17%, respectively).
- Staff members in elementary and middle/high schools were more likely than staff members in pre-kindergarten to participate in professional development after school and on late start/early release days (63%, 53%, and 19%, respectively) and (29%, 46%, and 11%, respectively), respectively.
- Staff members in elementary schools were more likely than staff members in pre-kindergarten and middle/high to participate in professional development in grade-level team meetings (58%, 15%, and 25%, respectively).
- Staff members in pre-kindergarten schools were more likely than staff members in elementary and middle/high to participate in professional development in workshops (51%, 29%, and 29%, respectively).
- Staff members in pre-kindergarten and elementary schools were more likely than staff members in middle/high to participate in professional development in classroom-based settings (28%, 21%, and 12%, respectively).

- Staff members at the pre-kindergarten level were most likely to report not participating in MSRP professional development at any time (39%), in any format (33%), or in any activities (42%).

Table 2-8 describes the professional development topics school staff members reported receiving since February 2012.[5] It also indicates the topic areas they reported as priority areas for professional development in the 2012–2013 school year. Each asterisk in the table represents 10 percent of respondents reporting the topic area as a priority. Two asterisks indicate that at least 20 percent reported the topic area as a priority; three asterisks indicate at least 30 percent reported the area as a priority, etc. Only topics with at least 20 percent of respondents reporting a topic area as a priority are noted. Table 2-8 is broken down by the school level in which the respondent taught the majority of their students.

[5] Not all respondents may have limited their participation to the last three months of the 2012–2013 school year.

Table 2-8. Participation in, and Request for, Professional Development Topics

Professional Development Topics*	Pre-kindergarten	Elementary	Middle/High
RTI Early Childhood	53%***	12%**	0%
RTI Elementary	10%	42%***	3%
RTI Secondary	n/a	40%***	40%***
Using an evidence-based literacy program	53%	43%***	33%****
Using evidence-based intervention programs/instruction	40%**	43%****	31%****
Montana Common Core Standards (MCCS)			
MT Standards for English Language Arts and Literacy	14%**	27%*****	28%****
MT Early Learning Guidelines	38%***	13%**	0%
Aligning curriculum with MCCS for English Language Arts and Literacy	16%**	19%****	17%****
Aligning curriculum with MT Early Learning Guidelines	32%****	13%***	1%
Using data to make instructional decisions	56%**	56%***	49%***
Purpose and uses of screening assessments	62%	47%**	41%***
Purpose and uses of progress-monitoring assessments	43%**	53%**	39%***
Purpose and uses of diagnostic assessments	42%	43%**	35%***
Purpose and uses of outcome assessments	47%	38%**	31%***
Differentiating instruction to meet the needs of students	41%***	36%****	44%****
Print awareness/book knowledge	47%	23%**	2%
Vocabulary/oral language development	56%	20%**	1%
Listening comprehension	42%**	27%***	2%
Phonological awareness	57%	26%**	2%
Phonemic awareness	57%	29%**	2%
Alphabet knowledge	57%	24%**	1%
Phonics	44%	27%**	2%
Fluency	30%	31%**	2%
Vocabulary	57%	34%***	33%***
Comprehension	38%	35%***	28%****
Emergent writing	43%**	22%***	1%
Writing	32%	30%****	35%***
Motivation	31%	22%****	20%****
Text-based collaborative learning	22%	21%**	19%***
Using diverse texts	21%	19%**	17%***

* Each asterisk represents 10 percent of respondents reporting the topic area as a priority for professional development. Two asterisks indicate that at least 20 percent reported the topic area a priority, three asterisks indicate at least 30 percent reported the area as a priority, etc.

Table 2-8. Participation in, and Request for, Professional Development Topics (continued)

Professional Development Topics*	Pre-kindergarten	Elementary	Middle/High
Embedding effective literacy instruction in the content areas	41%	21%***	26%****
Embedding cultural competency in my instruction	25%***	18%**	22%***
Using technology as a component of literacy instruction	41%***	31%***	31%****
Positive Behavior Support (e.g., classroom management and engagement strategies)	40%***	35%****	32%***
Video reflections and portfolio development	56%	41%**	50%**

* Each asterisk represents 10 percent of respondents reporting the topic area as a priority for professional development. Two asterisks indicate that at least 20 percent reported the topic area a priority, three asterisks indicate at least 30 percent reported the area as a priority, etc.

Pre-kindergarten staff members were most likely to have participated in MSRP professional development related to:

- Using data to make instructional decisions
- RTI Early Childhood
- Purpose and uses of progress-monitoring assessments
- Emergent writing
- Listening comprehension
- Differentiating instruction to meet the needs of students
- Using technology as a component of literacy instruction
- Positive Behavior Support (e.g., classroom management and engagement strategies)
- Using evidence-based intervention programs/instruction

Elementary school staff members were most likely to have participated in MSRP professional development related to:

- Using data to make instructional decisions
- Purpose and uses of progress-monitoring assessments
- Purpose and uses of screening assessments
- Using evidence-based intervention programs/instruction
- Using an evidence-based literacy program
- Purpose and uses of diagnostic assessments
- RTI Elementary School
- Video reflections and portfolio development
- RTI Secondary

Middle/high school staff members were most likely to have participated in MSRP professional development related to:

- Video reflections and portfolio development
- Using data to make instructional decisions
- Differentiating instruction to meet the needs of students
- Purpose and uses of screening assessments
- RTI Secondary

Pre-kindergarten staff members were most likely to have requested additional MSRP professional development related to:

- Aligning curriculum with the Early Learning Guidelines

Elementary school staff members were most likely to have requested additional MSRP professional development related to:

- Montana Common Core Standards (MCCS) MT Standards for English Language Arts and Literacy
- Using evidence-based intervention programs/instruction
- Aligning curriculum to the MCCS MT Standards for English Language Arts and Literacy
- Differentiating instruction to meet the needs of students
- Writing
- Motivation
- *Positive Behavior Support* (e.g., classroom management and engagement strategies)

Middle/high school staff members were most likely to have requested additional MSRP professional development related to:

- Using an evidence-based literacy program
- Using evidence-based intervention programs/instruction
- Montana Common Core Standards (MCCS) MT Standards for English Language Arts and Literacy
- Aligning curriculum to the MCCS MT Standards for English Language Arts and Literacy
- Differentiating instruction to meet the needs of students
- Comprehension
- Motivation
- Embedding effective literacy instruction in the content areas
- Using technology as a component of literacy instruction

Family and community involvement. According to MSRP, students of all ages, genders, socioeconomic status, and abilities do better in school when their families are actively involved. MSRP identifies three key spheres of influence on student development: family, school, and community. These spheres collaborate in six ways to involve family, school, and community to foster a caring environment for all learners. The six key ways are: parenting, communicating, volunteering, learning at home, school decision making, and collaborating with the community (Epstein, 2010). Developing reciprocal relationships with families through parent/school communication, parent teacher conferences, and school/family involvement activities are important features of the plan.

The majority of staff members in pre-kindergarten schools "agreed" or "strongly agreed" that their school recognized and honored family and community members who volunteered there (92% and 93%, respectively). Smaller proportions of staff members in elementary school agreed, and still smaller proportions of those in middle/high schools did (Table 2-9).

In addition to acknowledging family members for their volunteer work, the majority of staff members also agreed that family members were invited to participate in family literacy activities and that their school communicated with them in meaningful ways. Again, staff members in pre-kindergarten schools were most likely to agree that these activities occurred, and smaller proportions of staff members in elementary and middle/high schools did (see Table 2-9). However, staff members in pre-kindergarten, elementary and middle/high schools were less likely to agree that family members were involved in instructional decision making (74%, 42% and 45%, respectively).

An important feature of the MSRP is to ensure families are supported during their child's transition from one school level to the next (i.e., pre-kindergarten to elementary and elementary to middle/high). Middle- and high-school students whose families are involved make better transitions, maintain the quality of their work, develop realistic plans for the future, and are less likely to drop out. The majority of the teachers at the pre-kindergarten level (93%) indicated that their school had a system for supporting families when children transition into elementary school; fewer staff members at the elementary and middle/high school levels agreed (58% and 66%, respectively).

Table 2-9. Staff Members' Reports of Family Involvement

Statement	All Staff	Pre-kindergarten	Elementary	Middle/high
My school recognizes those who volunteer here	72%	92%	74%	66%
My school honors the contributions of family	70%	93%	72%	65%
My school invites parents to participate in instructional decision making	47%	74%	42%	45%
My school communicates with families in meaningful ways	76%	90%	77%	73%
My school invites families to participate in lit events	73%	98%	83%	59%
My school has a system for supporting families when their children transition into and out of my school	64%	93%	58%	66%

Establishing and maintaining community partnerships in literacy development is also an important feature of the Montana Literacy Plan (MLP). The majority of staff members in pre-kindergarten schools (91%) indicated that their schools collaborated with community partners to support literacy development (see Table 2-10). Fewer participants at the elementary and middle/high school level agreed (56% and 51%, respectively). The MLP further emphasizes the importance of literacy partnerships with the public/private sector. However, staff members at the pre-kindergarten, elementary, and middle/high schools were less likely to agree that their school had established such partnerships (63%, 49% and 43%, respectively.)

Table 2-10. Staff Members' Reports of Community Involvement

Statement	All Staff	Pre K	Elementary	Middle/High
My school collaborates with community partnerships to support literacy development	57%	91%	56%	51%
My school honors the tradition of community members	82%	90%	79%	84%
My school has literacy partnerships with the public/private sector	47%	63%	49%	43%

Outcomes

The overall purposes of the MSRP are to provide school staff members with tools to improve literacy instruction and improve student outcomes. Almost all school staff members agreed their school was committed to providing professional development to support the MSRP (97%). Far fewer, however, agreed that they participated in on-going professional development in literacy in 2012, that participation in MSRP was a valuable use of their time, and that they gained additional skills to meet student literacy needs (78%, 75%, and 73%, respectively.). Likewise, two-thirds of staff members agreed that participation in MSRP improved student performance. Larger proportions of staff members in pre-kindergarten schools agreed, followed by staff members in elementary schools, and finally, middle/high schools.

Summary

Analyses of the MSRP PreK-12 School Staff Member Survey indicate that, at the beginning of the project, schools had many resources to draw upon in their implementation of their school literacy plans. Their commitment to implementation was evidenced by:

- Development and implementation of On-site Leadership Teams, literacy plans, and action plans
- On-site Leadership Team participation in state workshops and onsite visits by the OPI and Instructional Consultant teams
- Principal participation in classroom observations and use of iWalkthrough, as required
- Sense of leadership and support of the MSRP at the district, school, and staff levels
- Use of evidence-based instruction and support in decision making about instruction and classroom management
- Systems for administering, collecting, and storing student assessment data
- Staff member participation in professional development related to literacy
- Agreement in the promise of a team-approach to making data-based decisions to improve students achievement

All of these bode well in the implementation of an RTI system.

Still, analyses uncovered many areas where additional work is needed.

- Not all staff members were aware of the work their school's On-site Leadership Team engaged in, including needs assessments and the development of a literacy plan.
- The *majority* of teachers reported *too little* instructional time to devote to core and content area writing and writing interventions; between one-quarter and two-fifths of teachers reported the same issues with reading. Teachers did not necessarily think they had all the resources they needed to implement their literacy programs.
- Not all instructional staff members were using data. Between one-quarter and one-third of teachers indicated they did not use screening, progress monitoring, diagnostic, or outcome assessments, and 15 percent of teachers used none of these assessment types. In addition, one-fifth of teachers did not have teacher-team structures in which they could discuss data.
- Many school staff members reported their school involved family and community members in school and literacy activities, but between one-quarter and one-half of elementary and middle/high school staff members did not.
- School staff members in participating schools appeared optimistic about the prospects MSRP could bring to their school. However, their participation since February 2012 did not always meet their expectations in terms of providing them with additional instructional skills which would ultimately improve student outcomes.
- The analyses detected school level differences. These differences were most notably at the middle/high school level. Smaller proportions of middle/high school staff members than pre-kindergarten and elementary staff members, agreed that:
    - Their Instructional Consultant provided them with support and training to meet the needs of their students in literacy.
    - Their principal conducted a walkthrough of their classroom.
    - They used evidenced-based programs, especially in math and content area instruction.
    - They had the necessary resources to support literacy instruction.
    - They were provided with timely and user-friendly reports of student assessment data.
    - They had support to access, interpret, and use data.
    - They had structures in place to support collaboration.
    - They were benefitting from participating in the project.

The OPI and Instructional Consultant teams established systems for involving On-site Leadership Teams in professional development and technical assistance and instructional staff members in training. They provided statewide workshops to involve staff members at all levels and conducted site visits to address more individualized needs. Most recipients of state-level support found it provided them with support and training required to meet their student's literacy needs.

CHAPTER 3: STUDENT OUTCOMES

The Montana Striving Readers Project (MSRP) uses a variety of assessments to screen, monitor, and measure outcomes for participating students. Some assessments are required by the project. These include *Istation's Indicators of Progress* (ISIP), *Dynamic Indicators of Basic Early Literacy Skills Next* and *Dynamic Indicators of Basic Early Literacy Skills* 6th edition (DIBELS) or *AIMSweb*; and *MY Access!* writing. Additional assessments include those administered statewide. The *Montana Comprehensive Assessment System* (MontCAS) is a required assessment for all Montana students in grades 3-8 and 10. Finally, juniors in high school can opt to participate in the *American College Test* (ACT), if they plan to enroll in college following graduation.

This chapter includes analyses of data from these assessments at the project and school level (pre-kindergarten, elementary, middle, and middle/high) and among various groups, including white and American Indian students, students not economically disadvantaged and economically disadvantaged, English proficient and Limited English Proficient (LEP) students, and students not eligible and eligible to receive special education services.

Montana Striving Readers Project Required Assessments

This section includes analyses of the MSRP required assessments ISIP, DIBELS, *AIMSweb*, and *MY Access!* Analyses are conducted for the project overall, and by school level.

ISIP, DIBELS, and AIMSweb

Three of the required MSRP assessments produce overall instructional support recommendations to guide educators. These support recommendations align to the Montana Response to Intervention (RTI) program and include three tiers. Tier 1 students make satisfactory progress in reading by participating only in core reading instruction. Tier 2 and 3 students do not make satisfactory progress in the core instructional program. Tier 2 students need supplementary instruction to address areas of challenge to move them into Tier 1. Tier 3 students need extensive interventions to address their challenges and move them into Tier 2 or Tier 1. An additional category, "Advanced," includes students performing at or above the 90th percentile in reading. The evaluation created this category at the request of the Montana Office of Public Instruction (OPI).

The following figures, Figures 3-1 through 3-4, show the percentage of students scoring in the four categories—Advanced, Tier 1, Tier 2, and Tier 3—in winter and spring 2012 for all MSRP students and for MSRP students by school level (pre-kindergarten, elementary and middle/high), respectively. The figures also show the percentage of students scoring in the Advanced/Tier 1 categories in winter and spring 2012.

Figure 3-1. Percentage of All MSRP Students in Required Assessment Categories, Winter and Spring 2012

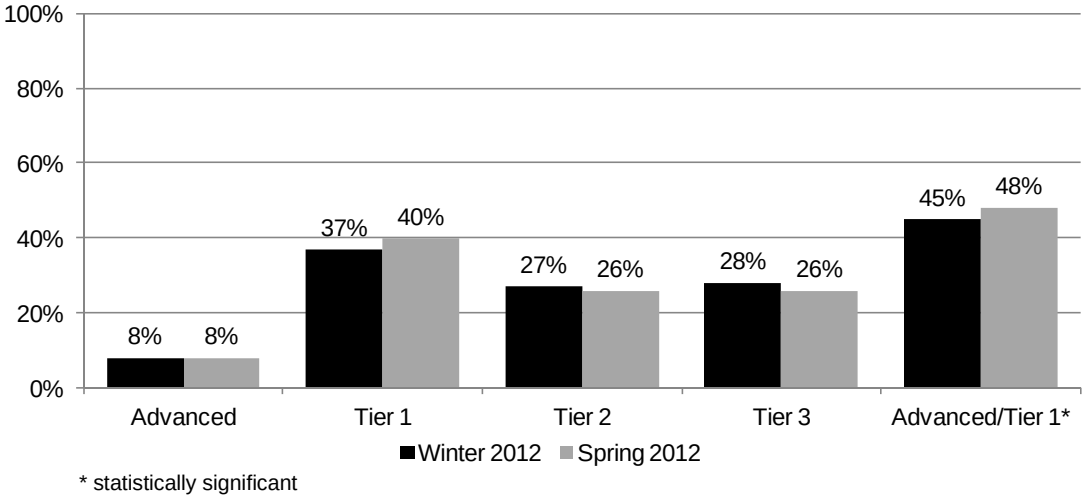


Figure 3-1 shows, from winter to spring 2012, the percentage of all MSRP students in the advanced category remained the same, the percentage in Tier 1 increased, and the percentages in the Tier 2 and Tier 3 categories decreased. During this time there was a statistically significant increase in the percentage of students in the Advanced/Tier 1 category (McNemar Test, p=.000).

Figure 3-2. Percentage of Pre-kindergarten MSRP Students in Required Assessment Categories, Winter and Spring 2012

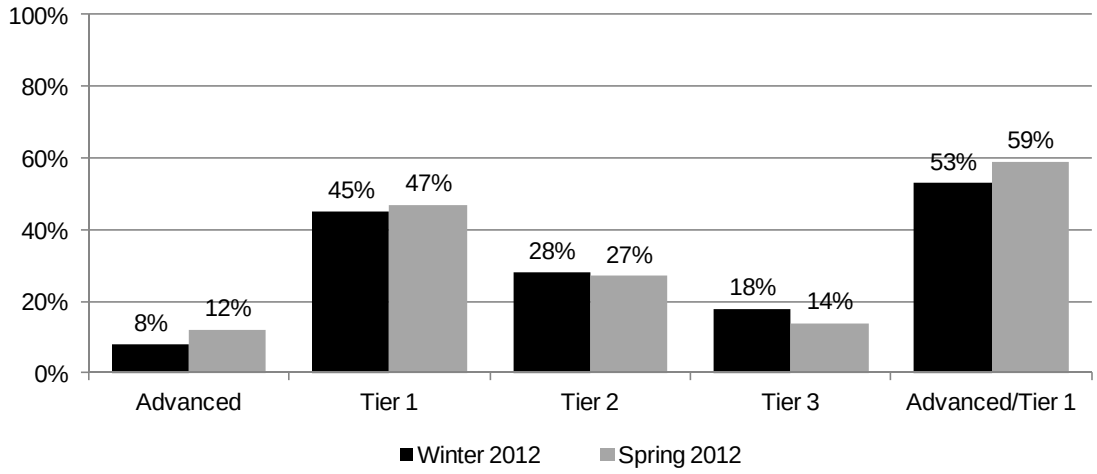


Figure 3-2 shows, from winter to spring 2012, the percentage of pre-kindergarten students in the advanced and Tier 1 categories increased and the percentages in Tier 2 and Tier 3 decreased. The increase in the percentage of pre-kindergarten students in the Advanced/Tier 1 category was not statistically significant (McNemar Test, p=.054).

Figure 3-3. Percentage of Elementary School MSRP Students in Required Assessment Categories, Winter and Spring 2012

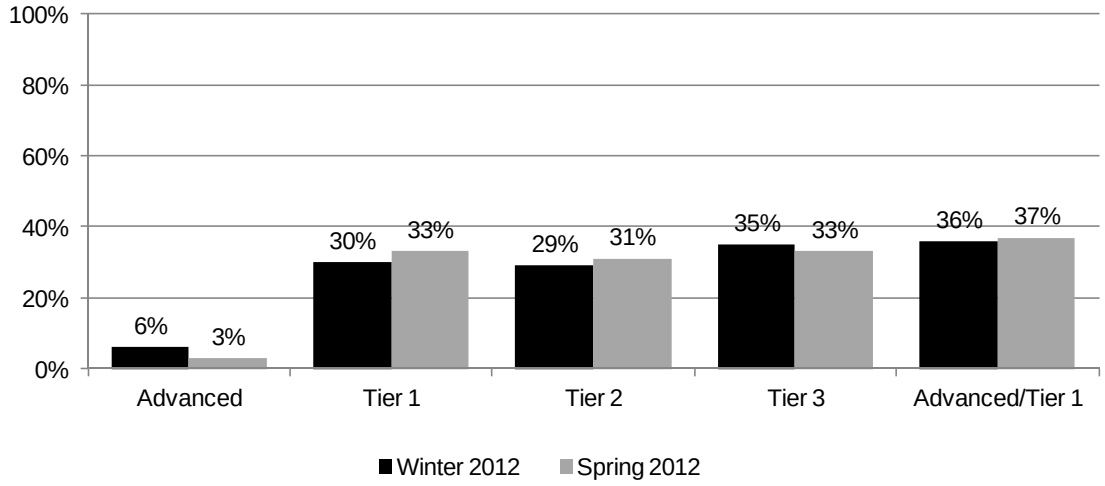
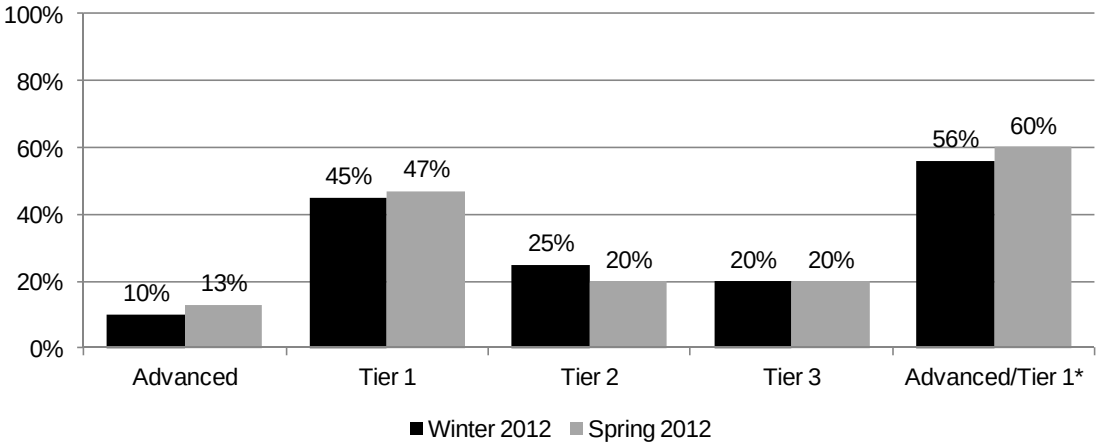


Figure 3-3 shows, from winter to spring 2012, the percentage of elementary school students in the advanced and Tier 3 categories decreased and the percentages in the Tier 1 and Tier 2 categories increased. During this time there was an increase in the percentage of elementary school students in the Advanced/Tier 1 category; the increase was not statistically significant (McNemar Test, p=.393).

Figure 3-4. Percentage of Middle/High School MSRP Students in Required Assessment Categories, Winter and Spring 2012



* statistically significant

Figure 3-4 shows, from winter to spring 2012, the percentage of middle/high school students in the advanced and Tier 1 categories increased, the percentage in Tier 2 decreased, and the percentage in Tier 3 remained the same. During this time there was an increase in the percentage of middle/high school students in the Advanced/Tier 1 category; the increase was statistically significant (McNemar Test, p=.000).

MY Access! Writing

The *MY Access!* writing assessment is also required for all MSRP students in grades 8 and 11. *MY Access!* uses a 6-point rubric to assign scores, holistically, and across five traits: Focus and Meaning (FM); Content and Development (CD); Organization (O); Language Use, Voice, and Style (LVS); and Mechanics and Conventions (MC). Table 3-4 shows mean scores and standard deviations on *MY Access!* for all students in grades 8 and 11 and for students by grade. *MY Access!* was only administered in spring 2012.

Table 3-1. *MY Access!* Mean Score and Standard Deviations, Spring 2012 Overall and by Grade

Group	Holistic	FM	CD	O	LVS	MC
All MSRP Students	3.6 (1.0)	3.5 (1.0)	3.1 (0.9)	3.1 (0.9)	3.4 (0.9)	3.2 (0.9)
Grade 8	3.5 (1.0)	3.4 (1.0)	3.1 (0.9)	3.0 (0.9)	3.4 (1.0)	3.1 (0.9)
Grade 11	3.7 (0.8)	3.7 (0.8)	3.3 (0.7)	3.4 (0.7)	3.5 (0.7)	3.4 (0.7)

Across the board, students were scoring in middle range on the scoring rubrics (see Table 3-1). Holistic scores tended to be slightly higher than individual trait scores. Grade 11 students performed better than grade 8 students (average holistic scores of 3.7 and 3.5, respectively). Students, regardless of grade, tended to score higher on Focus and Meaning and Language Use, Voice and Style than on Content and Development, Organization, and Mechanics and Conventions.

Statewide Assessment

MSRP students participate in two statewide assessments: MontCAS and ACT. MontCAS is required for all students in grades 3 to 8 and in grade 10. The ACT is an optional assessment that juniors in high school can participate in if they are planning to attend college after graduation.

MontCAS

All Montana schools assess their grade 3 through 8 and grade 10 students using the reading MontCAS annually in the spring. The evaluation compared the median percentage of students categorized as proficient and advanced in participating schools from spring 2007 through spring 2012. Figure 3-5 displays these data over the six years.

Figure 3-5. Median Percentage of Students Proficient or Advanced on the MontCAS Spring 2007 to Spring 2012, Overall and by School Level

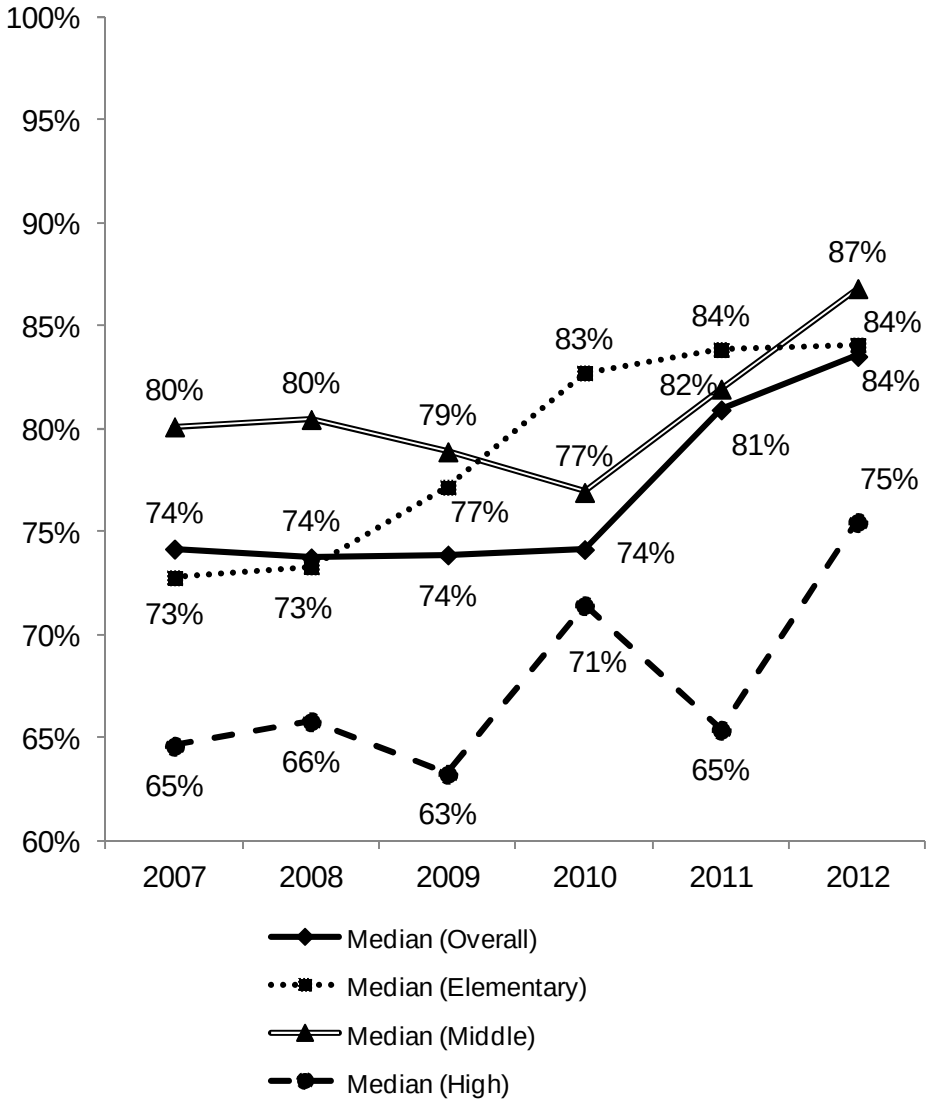


Figure 3-5 shows, overall and at the three school levels, larger proportions of students scored at least proficient on the MontCAS from 2007 to 2012. Overall, the median percentage of proficient students on the MontCAS was 74 percent from 2007 through 2010. The median percentage of proficient students rose to 84 percent from 2010 to 2012.

Odds ratios were calculated. An odds ratio of "1" means the two groups are equally likely to achieve proficiency. An odds ratio above "1" indicates the first group is more likely to achieve proficiency than the latter group, and an odds ratio below "1" indicates the latter group is more likely to achieve proficiency than the former group. The odds ratio between students in 2011 and 2010 was 1.5, indicating that students in 2011 had increased odds of scoring proficient than students in 2010. The odds ratio between 2012 and 2011 also indicated increased odds of scoring at least proficient on the MontCAS (1.2). School level differences are summarized below.

- At the elementary level, the median percentage of proficient students continuously rose from 73 percent in 2007 to 84 percent in 2011. The same proportion of elementary students scored proficient in 2011 and 2012. The odds ratio between 2011 and 2010 was 1.1 and that from 2012 to 2011 was 1.0.
- At the middle school level, the median percentage remained unchanged from 2007 to 2008, but then dropped to 77 percent in 2010. Since 2010, the median percentage of proficient students rose to 87 percent. The odds ratio between 2011 and 2010 was 1.4 and from 2012 to 2011 was 1.5.
- At the high school level, there was a fairly continuous increase in the median percentage of proficient students from 2007 to 2010. In 2011 the median percentage of proficient students fell to the 2007/2008 level, but then increased to 75 percent by 2012. The odds ratio between 2011 and 2010 was 0.8 and that from 2012 to 2011 was 1.5.

ACT

Students planning to enter college following graduation can opt to take the ACT test in the fall/winter of their junior year. ACT composite scores are reported on a scale of 1 to 36, with 36 being the highest score. Table 3-2 shows that, in 2010, the average, statewide ACT composite score was 22. In 2011, the average dropped to 19.6. The evaluation also divided the data into students in schools not participating and participating in MSRP. The average ACT composite score for grade 11 students not in MSRP schools was 19.8; for students in MSRP schools it was 16.5. A one-way Analysis of Variance (ANOVA) determined the difference in these scores was statistically significant (p=.000).

Table 3-2. Mean ACT Scores, Statewide and for MSRP Districts

	All Montana Students	Students Not in MSRP Districts	Students in MSRP Districts
2010	22.0 (*)	n/a	n/a
2011	19.6 (5.0)	19.8 (5.0)	16.5 (4.2)

* standard deviation not available

Achievement Gap Analyses

This section includes analyses of MSRP required and statewide assessments using achievement gaps. These analyses show the extent to which the difference in the proportion of two student groups achieving a given benchmark at one point compared to the difference in them doing so at a later point. In these achievement gap analyses, four groups of students are considered:

- Students who are white and their peers of American Indian descent
- Students who are English proficient and their peers designated limited English proficient (LEP)
- Students who are not designated as economically disadvantaged and their peers who are
- Students not eligible to receive special education services and their peers who are

The following summarizes the data used and groups compared in the achievement gap analyses:

- Figures 3-6 through 3-9 describe analyses using ISIP, DIBELS, and AIMSweb data from winter and spring 2012, for each of the subgroups listed above, overall and by school level (pre-kindergarten, elementary, and middle/high school).
- Figure 3-10 describes analyses using *MY Access!* writing data, from spring 2012, for white and American Indian students and students who are not and who are economically disadvantaged. These are the only demographic data available in the *MY Access!* system. Data are presented overall.
- Figures 3-11 thru 3-14 describe analyses using MontCAS data, from spring 2011 and 2012, for the four subgroups of students listed above. Analyses are presented overall, and by grade (grades 5, 8, and 10).
- Figure 3-15 describes analyses using ACT data from fall/winter 2011 for white and American Indian students. These are the only demographic data available in the ACT system. Data are presented for all juniors participating statewide and for the subgroup of juniors participating in MSRP schools.

Figures are interpreted similarly. The beginning and end point of each horizontal line represents either the percentage of students in the proficient category or the mean score from the first and later administrations of the assessment, as appropriate. Each horizontal line represents a different subgroup. The dotted vertical lines connecting the beginning and end points of the horizontal lines represent the achievement gap at each time period. A smaller number on the second vertical line indicates a closing of the achievement gap.

For the ISIP, DIBELS, AIMSweb, and MontCAS assessments, odds ratios were also calculated. An odds ratio is the ratio of the odds of one group (e.g., students in 2012) achieving proficiency to the odds of another group (e.g., students in 2011) achieving proficiency. An odds ratio of "1" means the two groups are equally likely to achieve proficiency. An odds ratio above "1" indicates the first group is more likely to achieve proficiency than the latter group, and an odds ratio below "1" indicates the latter group is more likely to achieve proficiency than the former group.

For *MY Access!* and ACT data, effect sizes were calculated. An effect size is an index that measures the magnitude of the relationship between two variables in a standardized manner. Here Cohen's *d* is used to gauge the relative magnitude of those differences Descriptors for interpreting effect sizes are generally

as follows: 0.20 is a small effect size, 0.50 is a medium effect size, and 0.80 is a large effect size (Cohen, 1988).

Figure 3-6 displays achievement gap analyses between white and American Indian students using ISIP, DIBELS, and AIMSweb data.

Figure 3-6. Achievement Gap between White and American Indian Students, Winter to Spring 2012, All MSRP Students and by School Level (ISIP, DIBELS and AIMSweb Data)

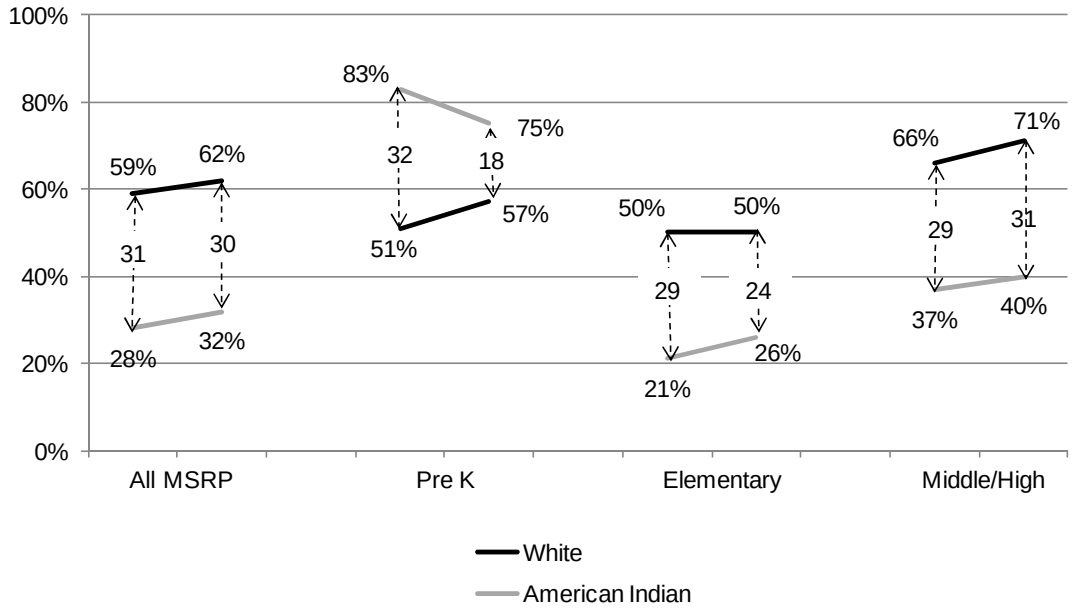


Figure 3-6 shows, for all MSRP students, the achievement gap decreased slightly between white students and American Indian students (odds ratio decreased from 3.7 to 3.5).

- For pre-kindergarten students, the achievement gap decreased between white and American Indian (n=24); although the percentage of *American Indian* students who were proficient decreased from winter to spring (odds ratio increased from 0.2 to 0.4).
- For elementary students, the achievement gap decreased between white and American Indian students (odds ratio decreased from 3.8 to 2.8).
- For middle/high school students, the achievement gap increased between white and American Indian students (odds ratio increased from 3.3 to 3.7).

Figure 3-7 displays achievement gap analyses between students who are not and who are economically disadvantaged using ISIP, DIBELS, and AIMSweb data.

Figure 3-7. Achievement Gap between Students Who Are Not Economically Disadvantaged and Students Who Are Economically Disadvantaged, Winter to Spring 2012, All MSRP Students and by School Level (ISIP, DIBELS and AIMSweb Data)

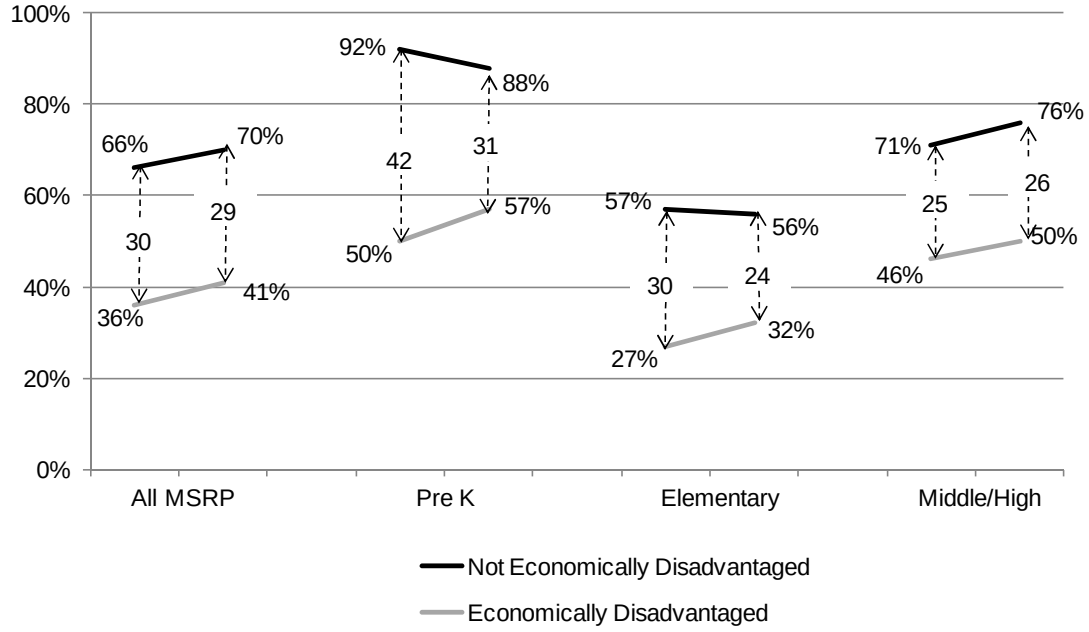


Figure 3-7 shows:

- For all MSRP students, the achievement gap decreased slightly between students who were not economically disadvantaged and their peers who were (odds ratio decreased from 3.5 to 3.4).
- For pre-kindergarten students, the achievement gap decreased between students who were not economically disadvantaged and their peers who were, although the percentage of students who were not economically disadvantaged and were proficient decreased from winter to spring (odds ratio decreased from 11.5 to 5.5).
- For elementary students, the achievement gap decreased between students who were not economically disadvantaged and their peers who were, although the percentage of students who were not economically disadvantaged and were proficient decreased from winter to spring (odds ratio decreased from 3.6 to 2.7).
- For middle/high school students, the achievement gap increased slightly between students who were not economically disadvantaged and their peers who were (odds ratio increased from 2.9 to 3.2).

Figure 3-8 displays achievement gap analyses between students who are English proficient and those designated as LEP using ISIP, DIBELS, and AIMSweb data.

Figure 3-8. Achievement Gap between English Proficient and LEP Students, Winter to Spring 2012, All MSRP Students and by School Level (ISIP, DIBELS and AIMSweb Data)

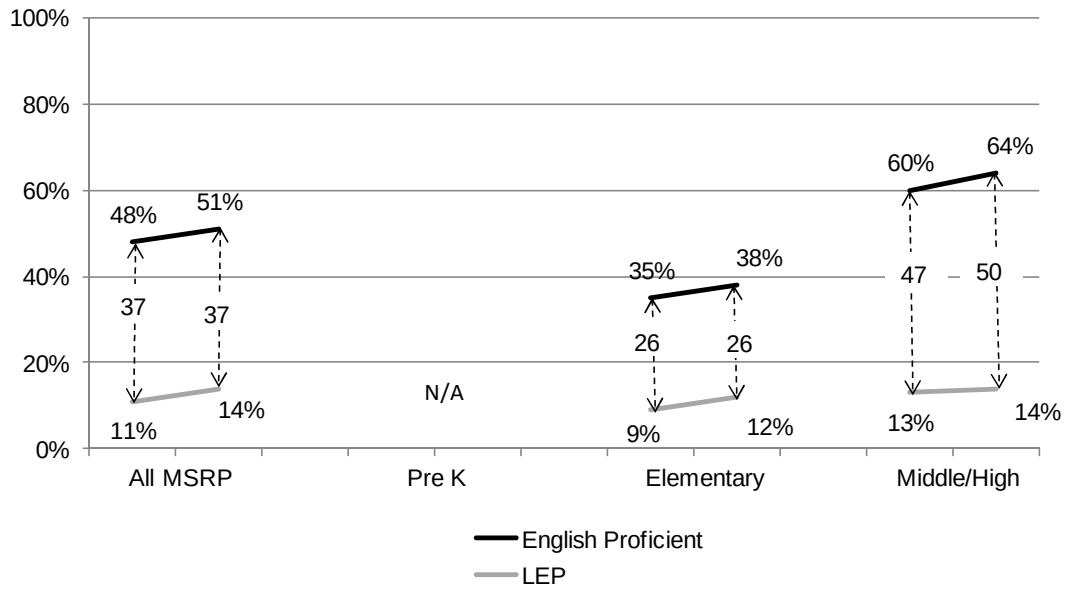


Figure 3-8 shows:

- For all MSRP students, the achievement gap remained virtually unchanged between students who were English proficient and students designated LEP (odds ratio decreased from 7.5 to 6.4).
- There were too few LEP students to calculate.
- For elementary students, the achievement gap remained virtually unchanged between students who were English proficient and students designated LEP (odds ratio decreased from 5.4 to 4.5).
- For middle/high school students, the achievement gap increased between students who were English proficient and students designated LEP (odds ratio increased from 10.0 to 10.9).

Figure 3-9 displays achievement gap analyses between students who are not and who are eligible to receive special education services using ISIP, DIBELS, and AIMSweb data.

Figure 3-9. Achievement Gap between Students Not Eligible and Eligible to Receive Special Education Services, Winter to Spring 2012, All MSRP Students and by School Level (ISIP, DIBELS and AIMSweb Data)

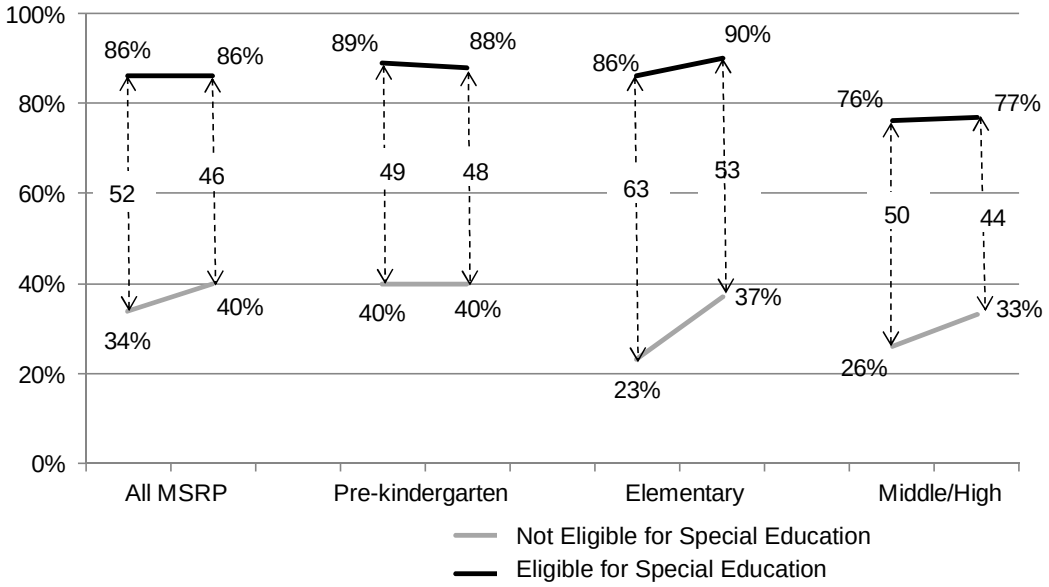


Figure 3-9 shows:

- For all MSRP students, the achievement gap decreased slightly between students not eligible to receive and those eligible to receive special education services (odds ratio decreased from 6.4 to 5.1).
- For pre-kindergarten students, the achievement gap remained virtually unchanged between students not eligible and those eligible to receive special education services (odds ratio remained the same 3.4 and 3.4).
- For elementary school students, the achievement gap decreased between students who were not eligible and those eligible to receive special education services (the odds ratio decreased from 5.5 to 3.8).
- For middle/high school students, the achievement gap decreased slightly between students who were not eligible and those eligible to receive special education services (the odds ratio decreased from 10.5 to 9.8).

Figure 3-10 displays achievement gap analyses between white and American Indian students using *MY Access!* data.

Achievement gap analyses were only partially conducted for middle/high school students taking the *MY Access!* writing assessment. Since the assessment was only administered in the spring, only baseline scores were used. Instead of odds ratios, the evaluation calculated effect sizes using Cohen's *d*. Table 3-10 displays average holistic scores for white and American Indian students and for not economically disadvantaged and economically disadvantaged students on *MY Access!* (insufficient demographic data were reported for LEP students and students eligible for special education in the *MY Access!* system).

Figure 3-10. Achievement Gap between White and American Indian Students and Students Who Are Not Economically Disadvantaged and Students Who Are Economically Disadvantaged, Spring 2012, All Grade 8 and 11 MSRP Students (*MY Access!* Data)

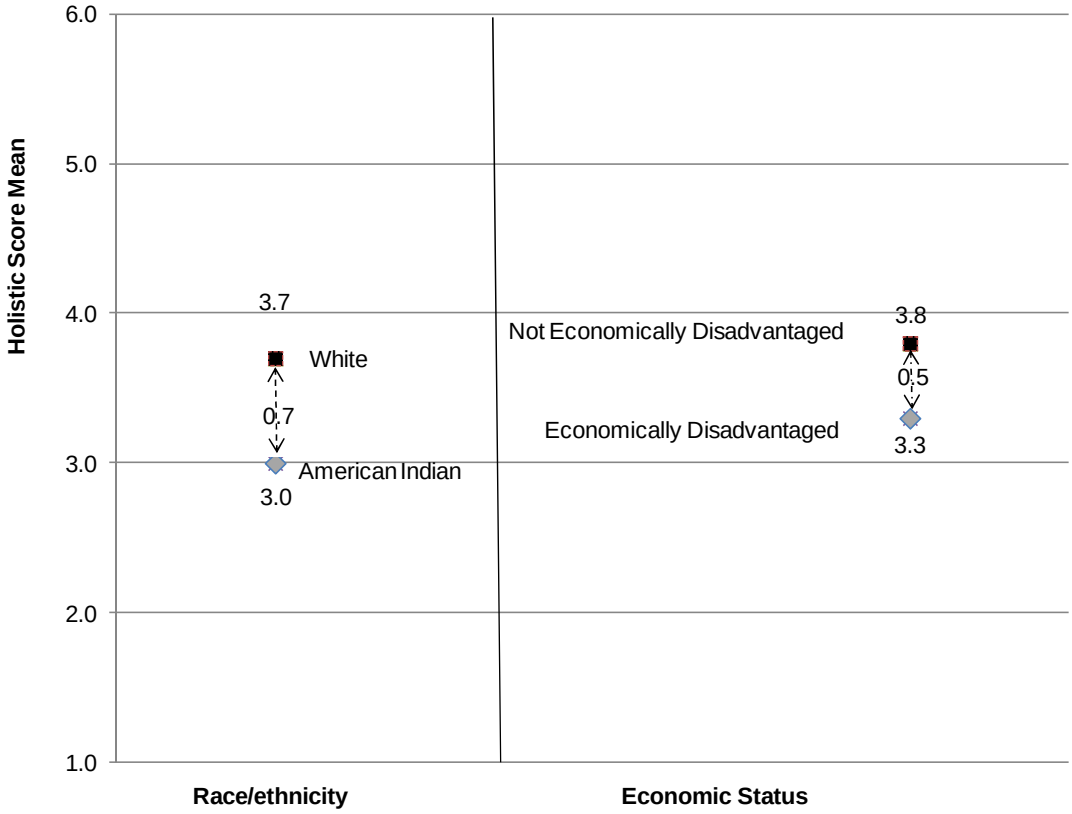


Figure 3-10 shows white students are outperforming their American Indian peers and students who were not economically disadvantaged were outperforming their economically disadvantaged peers. However, the magnitude of the difference between the holistic scores of white and American Indian students was larger than that of non-economically disadvantaged and economically disadvantaged students. In the case of white and American Indian students, the effect size was fairly large, .72—indicating that white students performed almost three-quarters of a standard deviation higher than American Indian students. The effect size between not economically disadvantaged and economically disadvantage students was medium (.52). This indicates that non-economically disadvantaged students scored one-half of a

standard deviation higher on the *MY Access!* writing assessment than their economically disadvantaged peers.

Figures 3-11 thru 3-14 displays achievement gap analyses using MontCAS data.

Figure 3-11 displays achievement gap analyses between white and American Indian students using MontCAS data. Data were taken from the GEMS website. The median percentage of students in MSRP schools designated proficient and advanced are used.

Figure. 3-11. Achievement Gap between White and American Indian Students Spring 2011 and Spring 2012, All MSRP Students and by School Level (MontCAS Data)

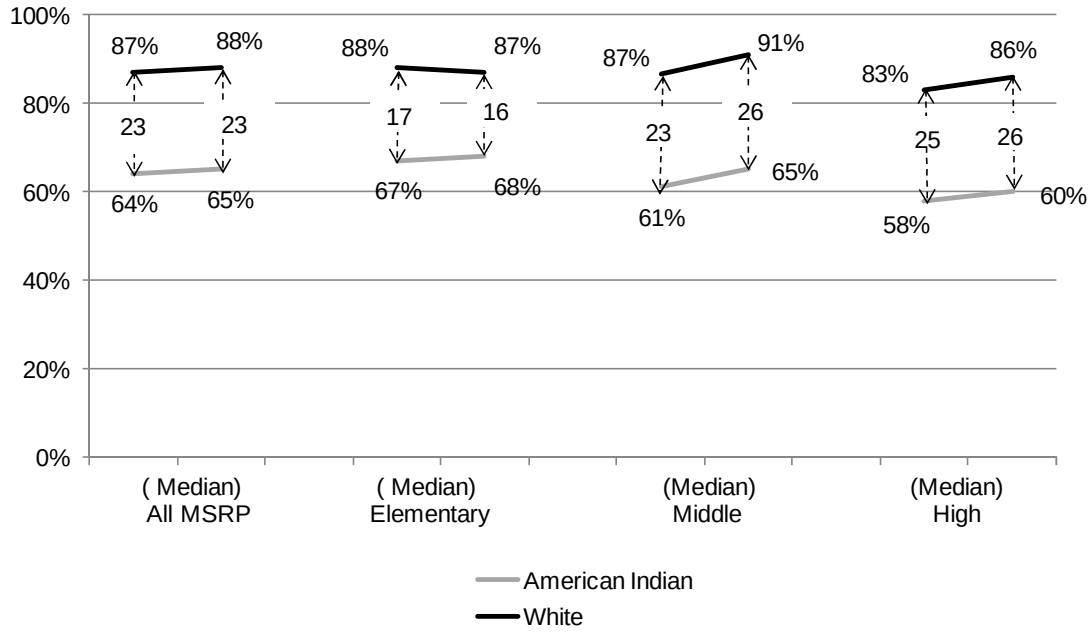


Figure 3-11 shows:

- For all MSRP students, the achievement gap remained virtually unchanged between white students and American Indian students (odds ratio increased from 3.8 to 3.9).
- For elementary school students, the achievement gap decreased slightly between white and American Indian students although the percentage of white students who were proficient decreased from winter to spring (odds ratio decreased from 3.6 to 3.1).
- For middle school students, the achievement gap increased between white and American Indian students (odds ratio increased from 4.3 to 5.4).
- For high school students, the achievement gap increased between white and American Indian students (odds ratio increased from 3.5 to 4.1).

Figure 3-12 displays achievement gap analyses between students who are not and who are economically disadvantaged using MontCAS data. Data were taken from the GEMS website. The median percentage of students in MSRP schools designated proficient and advanced are used.

Figure 3-12. Achievement Gap between Students Who Are Not and Are Economically Disadvantaged Spring 2011 and Spring 2012, All MSRP Students and by School Level (MontCAS Data)

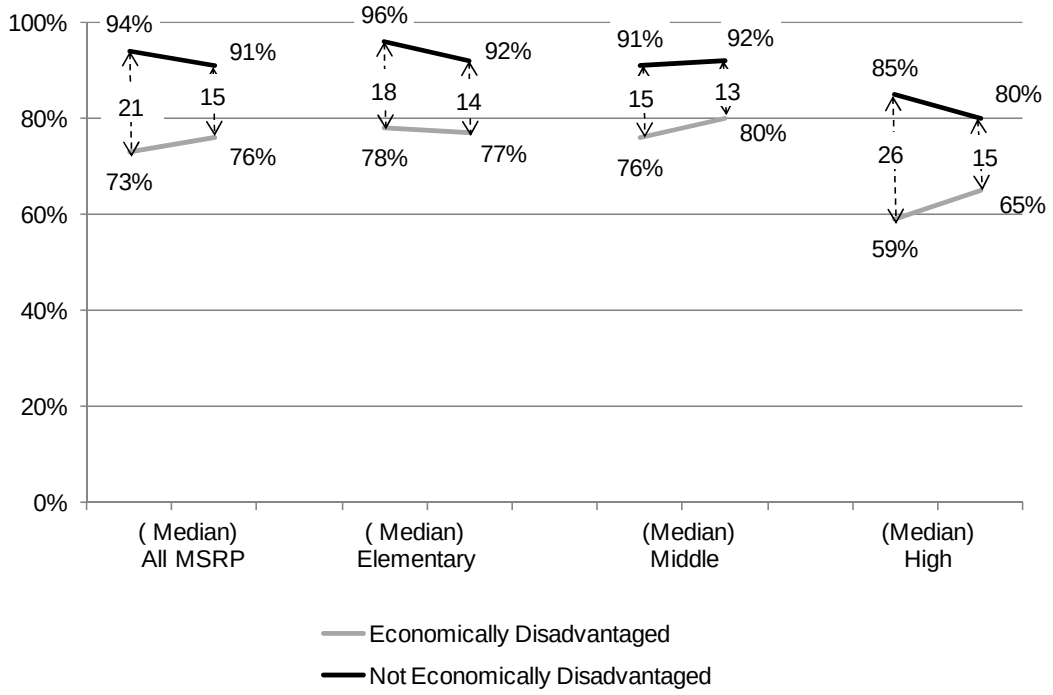


Figure 3-12 shows:

- For all MSRP students, the achievement gap decreased between students who were not economically disadvantaged and their peers who were (odds ratio decreased from 5.8 to 3.2). While the median percentage of proficient and not economically disadvantaged students decreased by 3 percentage points, the median percentage of proficient, economically disadvantaged students increased by 3 percentage points.
- For elementary school students, the achievement gap decreased between students who were not economically disadvantaged and their peers who were; although the median percentage of students who were not economically disadvantaged and were proficient decreased from spring 2011 to spring 2012 (odds ratio decreased from 6.8 to 3.4).
- For middle school students, the achievement gap decreased slightly between students who were not economically disadvantaged and their peers who were (odds ratio decreased from 3.2 to 2.9).
- For high school students, the achievement gap decreased between students who were not economically disadvantaged and their peers who were, although the median percentage of students who were not economically disadvantaged and were proficient decreased from spring 2011 to spring 2012 (odds ratio increased from 3.9 to 2.2).

Figure 3-13 displays achievement gap analyses between students who are English proficient and those who are LEP using MontCAS data. Data for English proficient students were taken from the GEMS website and that from LEP students were taken from the CRT website. The median percentage of students in MSRP schools designated proficient and advanced are used.

Figure 3-13. Achievement Gap between English Proficient and LEP Students Spring 2011 and Spring 2012, All MSRP Students and by School Level (MontCAS Data)

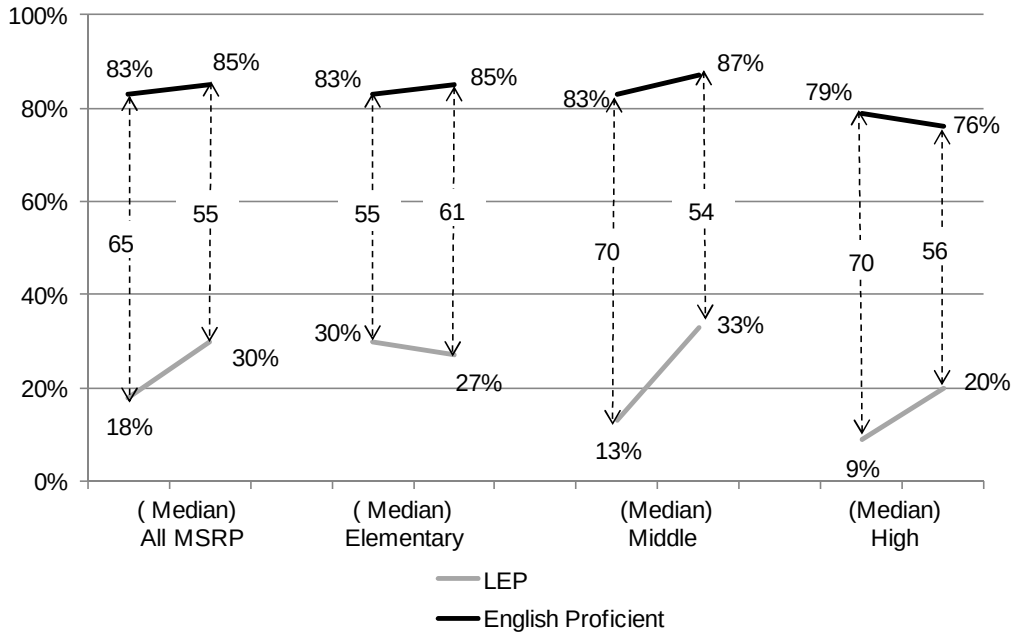


Figure 3-13 shows:

- For all MSRP students, the achievement gap decreased between students who were English proficient and those who were designated LEP (odds ratio decreased from 22.2 to 13.2).
- For elementary school students, the achievement gap increased between students who were English proficient and those who were designated LEP (odds ratio increased from 11.42 to 15.3).
- For middle school students, the achievement gap decreased between students who were English proficient and those who were designated LEP (odds ratio decreased from 32.7 to 13.6).
- For high school students, the achievement gap decreased between students who were English proficient and those who were designated LEP (odds ratio decreased from 38.0 to 12.7). Part of this decrease could be attributed to a decrease in the median percentage of students who were English proficient and were proficient from spring 2011 to spring 2012 (a 3 percentage point decrease); but some could be attributed to an increase in the median percentage of students who were LEP and proficient from spring 2011 to spring 2012 (an 11 percentage point increase).

Figure 3-14 displays achievement gap analyses between students who are not and who are eligible to receive special education services using MontCAS data. Data were taken from the GEMS website. The median percentage of students in MSRP schools designated proficient and advanced are used.

Figure 3-14. Achievement Gap between Students Who Are Not and Are Eligible for Special Education Services Spring 2011 and Spring 2012, All MSRP Students and by School Level (MontCAS Data)

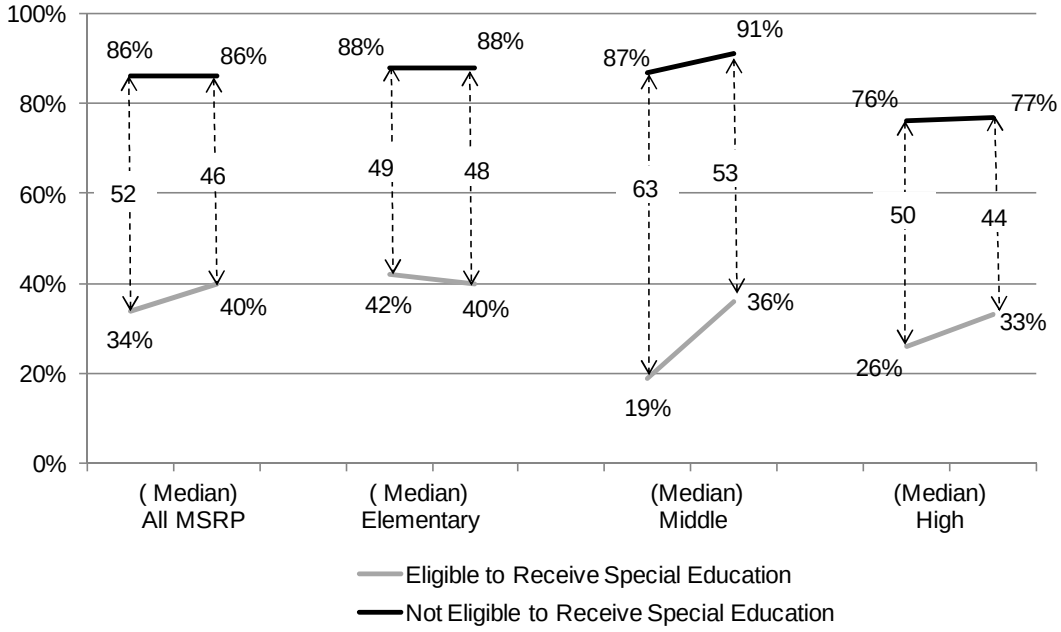
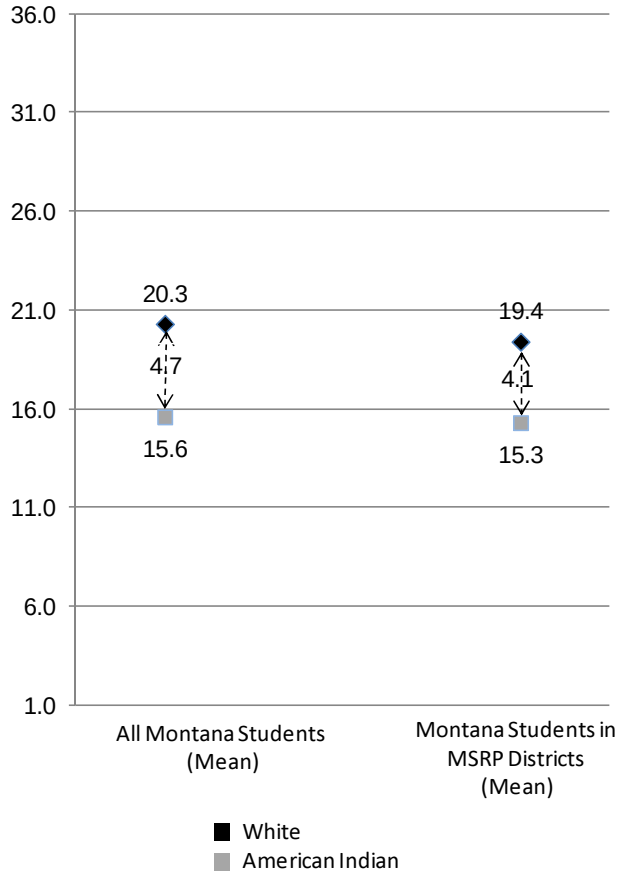


Figure 3-14 shows:

- For all MSRP students, the achievement gap decreased between students who were not eligible to receive and those eligible to receive special education services (the odds ratio decreased from 11.9 to 9.2).
- For elementary school students, the achievement gap increased between students who were not eligible and those eligible to receive special education services (the odds ratio increased from 10.1 and 11.0).
- For middle school students, the achievement gap decreased between students who were eligible and those not eligible to receive special education services (the odds ratio decreased from 28.5 to 18.0).
- For high school students, the achievement gap decreased between students who were eligible and those not eligible to receive special education services (the odds ratio decreased from 9.0 to 6.8).

Figure 3-15 displays achievement gap analyses between white and American Indian students using ACT data. For this achievement gap analyses, only white and American Indian students are included as they are the only demographic data collected by ACT. Figure 3-15 shows that for both groups, white students outperformed American Indian students on the ACT. Overall the effect sizes between white and American Indian students in both groups were in the large range (Cohen's *d* is 1.1 for all Montana students taking the ACT and is 1.0 for all students in MSRP districts taking the ACT).

Figure 3-15. Achievement Gap between White and American Indian Students for All Montana Students and Students in MSRP Districts Fall/Winter 2011 (ACT Data)



MSRP Grant Goals

Through the MSRP, OPI proposed to increase the percent of American Indian, economically disadvantaged, and LEP students and students eligible to receive special education services in grades 5, 8 and 10 on the MontCAS, achieving proficiency by three percentage points from 2010 levels. In addition, it sought to decrease the percentage of participating high school students who drop out of high school, which would therefore increase the graduation rate at all participating high schools. This last section looks at MSRP's achievement of these goals.

MontCAS

OPI established goals for improving literacy outcomes for its disadvantaged populations (see Table 3-3).

Table 3-3. Percentage of Students Proficient on MontCAS by Group, Grade and Year

	Grade 5			Grade 8			Grade 10		
Students	**2011**	**2012**	**Goal**	**2011**	**2012**	**Goal**	**2011**	**2012**	**Goal**
American Indian	67%	**68%**	66%	63%	**64%**	63%	60%	**64%**	59%
White	90%	91%		87%	90%		85%	85%	
Free/Reduced	77%	**80%**	80%	74%	**78%**	77%	70%	**73%**	71%
Not Free/Reduced	93%	94%		90%	92%		88%	88%	
Limited English Proficient*	42%	**45%**	37%	27%	28%	29%	18%	27%	31%
Not LEP	88%	89%		85%	88%		83%	84%	
Special Education Eligible	53%	**57%**	57%	44%	**49%**	44%	43%	**45%**	37%
Not Special Education Eligible	91%	91%		89%	91%		86%	86%	

*All data except LEP are from GEMS; LEP data are from the OPI Reporting Center (CRT).

The goals for all groups at all grades were met, except for LEP students at grades 8 and 10. The evaluation also calculated odds ratios to determine if the achievement gap was decreasing. The goal is to have larger percentages of students in disadvantaged populations meeting proficiency and to have them doing so at a faster rate. This was the case in the following areas:

- Grade 5 economically disadvantaged (odds ratio decreased from 4.0 to 3.9)
- Grade 5 special education (9.0 to 7.6)
- Grade 10 American Indian (3.8 to 3.2)
- Grade 10 economically disadvantaged (3.1 to 2.7)
- Grade 10 LEP (22.2 to 14.2)
- Grade 10 special education (8.1 to 7.5)

Economically disadvantaged and not economically disadvantaged students had similar rates of improvement, resulting in achievement gaps remaining the same in one area—grade 8 economically disadvantaged (3.2 to 3.2)

Non-disadvantaged groups improved at faster rates, causing achievement gaps to increase in the following areas:

- Grade 5 American Indian (4.4 to 4.6)
- Grade 5 LEP (10.1 to 12.4)
- Grade 8 American Indian (3.9 to 5.1)
- Grade 8 LEP (15.3 to 18.9)
- Grade 8 special education (10.3 to 10.5)

Drop Out and Graduation Rates

Table 3-4 displays dropout and graduation rates for the state and the six MSRP districts with high schools. It shows that dropout rates are declining across the state and at Browning and Great Falls high schools. However across the state and at the six MSRP high schools, graduation rates are not increasing; they are declining.

Table 3-4. State and MSRP Dropout and Graduation Rates

Year	State	Anaconda	Browning	Charlo	Great Falls	Hardin	Wolf Point
Drop Out[1]							
2010	1.42%	3.05%	11.21%	--	9.50%	7.97%	6.72%
2011	1.39%	4.24%	9.27%	--	5.23%	10.38%	7.36%
Graduation[2]							
2009	83.6%	84.2%	72.8%	93.3	79.5%	78.6%	83.9%
2010	80.4%	78.1%	64.7%	75.0	67.5%	66.9%	75.3%

[1] Source: http://gems.opi.mt.gov/StudentCharacteristics/Dashboards/Dropout%20Dashboard/Dropout%20Dashboard.aspx
[2] Source: http://gems.opi.mt.gov/StudentCharacteristics/Dashboards/Graduation%20Dashboard/Graduation%20Dashboard.aspx

Summary

Findings from analyses of student assessment data include:

- Increased percentages of MSRP students were scoring in the advanced and Tier 1 categories on the ISIP, DIBELS, and AIMSweb assessments from winter to spring 2012. Overall and at the middle/high school levels these increases were statistically significant.
- In the *MY Access!* writing assessment scores were average, overall, with MSRP grade 11 students scoring slightly higher than MSRP grade 8 students (means of 3.6, 3.5 and 3.7 respectively on a 6-point scale).
- Increased proportions of MSRP students scored proficient/advanced on the MontCAS reading assessment, from spring 2011 to spring 2012, overall, and at the elementary, middle, and high school level.
- Juniors in non-MSRP high schools had higher average composite scores on the ACT in fall/winter 2011 compared to juniors in MSRP high schools. This difference was statistically significant.
- In two-fifths of the achievement gap analyses using ISIP, DIBELS, and AIMSweb data (40%), achievement gaps were decreasing between MSRP white and American Indian students and between MSRP students who are not and who are economically disadvantaged, designated LEP, or eligible to receive special education services. In four cases, achievement gaps were increasing (27%), and in 33 percent of the achievement gap analyses, they were virtually unchanged. Achievement gaps only increased at the middle/high school level.
    - At the pre-kindergarten level, achievement gaps were decreasing among students not eligible and eligible to received special education services, and were virtually unchanged between white and American Indian students and students who were not and were economically disadvantaged.
    - At the elementary school level, achievement gaps were decreasing between subgroup members, except the achievement gap between English proficient and LEP students, which remained virtually unchanged.

- At the middle/high school level (ISIP, DIBELS, AIMSweb) achievement gaps were increasing among all subgroups members.
- In one-half of the achievement gap analyses using MontCAS data, achievement gaps were decreasing between MSRP white and American Indian students, and between MSRP students who are not and who are economically disadvantaged, who are English proficient and who are designated LEP, or who are not or who are eligible to receive special education services. In one-quarter of the cases, achievement gaps were increasing, and in one-quarter of the analyses, achievement gaps were virtually unchanged.
    - At the elementary level, achievement gaps between subgroup members were virtually unchanged, except in the case of students who are English proficient and those who are LEP.
    - At the middle and high school levels, achievement gaps were decreasing between subgroup members, except in the case of white and American Indian students.
- Achievement gaps between white and American Indian students were primarily increasing, especially as shown in the analyses with MontCAS data.
- Achievement gaps between students who are not and who are economically disadvantaged were primarily decreasing.
- Achievement gaps between students who were English proficient and LEP were generally decreasing on MontCAS analyses, and virtually unchanged on ISIP analyses
- Achievement gaps between students not eligible and eligible for special education services were generally decreasing.

CHAPTER 4: DISCUSSION AND RECOMMENDATIONS

In the three and one-half month period from mid-February thru May 2012, the Montana Office of Public Instruction (OPI) established systems for implementing the Montana Literacy Plan across the state. Its initiative to support schools in this endeavor—the Montana Striving Readers Project (MSRP)—provided professional development and technical assistance through statewide workshops and onsite support to staff members in participating schools. The OPI Implementation Team (OPI Team) and the Instructional Consultant Implementation Team (Instructional Consultant Team) worked with On-site Leadership Implementation Teams (On-site Leadership Teams) and school staff members to provide them with skills to implement their School Literacy Plan. Most On-site Leadership Team members found this state-level support to be of high quality and ongoing, and agreed it provided them with support and training to meet students' literacy needs. Smaller proportions of instructional staff members, who received support from members of the Instructional Consultant Team, agreed that it was of high quality and provided them with skills to meet the literacy needs of their students.

School staff members appeared optimistic about the prospects the project could bring to their school. They agreed that their superintendent and principal were supportive of the project and that the school was committed to providing professional development and resources to support MSRP. Schools had many resources to draw upon in their implementation of their school literacy plans and a Response to Intervention (RTI) system. These included principals conducting classroom observations, teachers using evidence-based instruction and feeling supported in instructional decision making; systems for administering, collecting, and storing student assessment data; and agreement to take a team-approach when making data-based decisions to improve student achievement.

In the limited time from February to May 2012, On-site Leadership Teams were engaged in many tasks. They devoted time to meeting, developing literacy plans and action plans, attending statewide workshops, and participating in onsite visits from the OPI and Instructional Consultant teams. In addition, they were instrumental in organizing the provision of MSRP-related professional development to staff members in their schools. During the fall and winter of the 2012–2013 school year, On-site Leadership Teams will have additional time to implementing action plans developed in winter/spring 2012.

Survey data identified additional areas of possible focus. These include:

- Addressing classroom time to devote to instruction and interventions in reading and writing
- Developing user-friendly data reports and assisting staff members in accessing, interpreting, and using them—individually and in team meetings
- Establishing structures and norms for collaboration
- Involving family and communities in literacy events and partnerships
- Aligning curriculum with the Early Learning Guidelines
- Understanding the Montana Common Core Standards (MCCS) MT Standards for English Language Arts and Literacy and aligning curriculum to them, differentiating instruction, and using evidence-based programs

Finally, the MSRP envisioned providing differentiated professional development and technical assistance through on-site visits by members of the OPI and Instructional Consultant Teams. This system of

support should allow state-level team members working across school levels to address school-level differences in staff members' responses to survey items. These differences were most notable at the middle/high school level.

Analyses of student assessment data show many trends in the desired direction and some areas of concern. The percentages of students who were proficient on ISIP, DIBELS, AIMSweb, and MontCAS assessments were increasing, and achievement gaps were closing, between students who were not and who were economically disadvantaged. At the pre kindergarten and elementary school levels, achievement gaps did not increase; however, gaps increased at the middle/high school level. In addition, achievement gaps between white and American Indian students increased.

The evaluation offers the following recommendations for Year 2:

1. The OPI Team should continue providing support for the appropriate use of screening, diagnostic, and progress monitoring assessment data. It can help schools and districts display data in meaningful and usable ways and establish annual cycles in which routine use of data is built in. This support might focus on the achievement of white and American Indian students, since this is one subgroup where achievement gaps are increasing.
2. The OPI Team should share research/best practices on maximizing instructional time and designing school schedules to accommodate supplemental instruction and interventions in reading and writing (especially at the high-school level). The OPI Team might also consider supporting On-site Leadership Teams in examining the components of their core reading/writing programs. This examination could focus on identifying required and optional areas of focus.
3. The OPI Team should share evidence-based guidance on effective teacher collaboration and collaborative structures that include schools and families and schools and community.
4. The OPI and Instructional Consultant Teams might consider providing extra support and technical assistance to staff members in middle/high school buildings.

REFERENCES

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APPENDICES

APPENDIX A

Montana Striving Readers Project (MSRP)
School Staff Member Survey Results, Spring 2012

Montana Striving Readers Project (MSRP)
School Staff Member Survey
Spring 2012

As you may know, your school is participating in the Montana Striving Readers Project (MSRP). This survey is part of an external evaluation of the MSRP and is a federal requirement. The MT Office of Public Instruction (OPI) contracted with Education Northwest to conduct this evaluation. The purpose of the evaluation is to provide information to OPI and the U.S. Department of Education regarding implementation and impact of the grant in Montana schools. Information from this survey will also inform planning and implementation of the MSRP in 2012–2013.

This survey asks you about a variety of aspects related to the implementation of the MSRP in your school. It should take approximately 20 minutes to complete. There are no right or wrong answers. Your responses are confidential and will not be shared with other staff members at your school, district, or the state. All results will be aggregated when reported.

Please use a black pen or No. 2 pencil, fill in the bubbles completely (since your answers will be read by a scanner).

Please return your completed survey to Education Northwest 101 SW Main Suite 500, Portland OR 97204, in the envelope provided, **by May 18, 2012**. If you have questions, please contact Angela Roccograndi at 1-800-547-6339 x632 or angela.roccograndi@educationnorthwest.org

SECTION I: YOUR OPINIONS

Please fill in the bubble in the column to the right of the statement that best indicates the extent to which you agree or disagree (select one)…

Statement	Percent Agreeing and Strongly Agreeing			
	All Staff	PreK	Elem	Middle/High
My school is committed to providing professional development to support the Montana Striving Readers Project (MSRP).	97% (889)	100% (80)	97% (383)	97% (397)
My school has a system for collecting/storing student assessment data.	94% (863)	99% (79)	97% (383)	91% (373)
I have participated in ongoing professional development in literacy through the MSRP.	78% (706)	88% (68)	79% (314)	75% (302)
My school recognizes family and community members who volunteer here.	72% (656)	92% (73)	74% (294)	66% (266)
Our MSRP Instructional Consultants (from Side by Side Consulting, SRI, or Cambium) have given me support and training to meet student literacy needs.	73% (662)	86% (67)	77% (305)	68% (274)
My school has a system for disseminating student assessment data in a user-friendly manner.	78% (708)	86% (66)	86% (340)	69% (280)
My school honors the contributions of family members.	70% (634)	93% (74)	72% (282)	65% (256)
Participating in the MSRP has been a valuable use of my time.	75% (672)	84% (68)	79% (308)	71% (281)
Using a team approach to make data-based decisions for students will increase student achievement.	94% (855)	96% (78)	95% (376)	92% (375)
My school invites families to participate in instructional decision making.	46% (418)	74% (60)	42% (165)	45% (181)
The MSRP will be effective for students who are reading below grade level.	92% (816)	93% (69)	92% (360)	92% (364)
My school has a system for administering student assessments on a regular basis.	95% (861)	99% (79)	97% (385)	91% (369)
The MSRP will be effective for American Indian students.	87% (742)	97% (68)	88% (335)	85% (318)
My school is committed to providing collaboration time to support the MSRP.	82% (735)	85% (66)	88% (347)	76% (302)

Statement	Percent Agreeing and Strongly Agreeing			
	All Staff	PreK	Elem	Middle/High
I am supported in decision making about instruction and classroom management.	83% (753)	93% (74)	84% (331)	81% (327)
I am responsible for ensuring that all students in my school are successful.	89% (810)	95% (76)	91% (360)	86% (346)
My school has a collaborative culture.	76% (683)	90% (72)	79% (310)	70% (281)
The MSRP is an effective process for providing literacy instruction and interventions to all students.	88% (762)	90% (68)	89% (340)	88% (331)
My superintendent supports the MSRP.	90% (790)	97% (75)	92% (360)	86% (331)
My school has a system for disseminating student assessment data in a timely manner.	81% (725)	94% (75)	87% (346)	72% (283)
I am pleased that my school is part of the MSRP.	88% (784)	91% (72)	89% (349)	87% (341)
My school has committed the resources necessary to successfully implement the MSRP.	88% (776)	94% (74)	90% (350)	86% (332)
Participation in the MSRP has given me additional skills to meet student literacy needs.	73% (644)	88% (68)	77%(300)	68% (261)
My school communicates with families in meaningful ways.	76% (682)	90% (73)	77% (302)	73% (289)
I have participated in high-quality professional development in literacy through the MSRP.	64% (568)	82% (62)	67% (261)	59% (231)
My principal supports the MSRP.	98% (851)	99% (71)	96% (366)	99% (386)
All students in my school can be successful.	92% (841)	99% (80)	94% (371)	90% (363)
My school collaborates with community partnerships to support literacy development.	57% (509)	91% (73)	56% (221)	51% (200)
My school has a system for supporting families when their children transition into and out of my school.	64% (576)	93% (75)	58% (227)	66% (261)
My school honors the traditions of community members.	82% (738)	90% (73)	79% (310)	84% (335)
I am supported in accessing, interpreting, and/or using student assessment data.	83% (748)	87% (68)	88% (343)	78% (316)
My school invites families to participate in literacy activities/events.	73% (660)	98% (79)	83% (326)	59% (235)
I believe in the philosophy and approach of the MSRP.	90% (772)	93% (70)	89% (342)	90% (338)
My school has literacy partnerships with the public/private sector to support student readiness for middle/high school.	46% (291)	63% (15)	49% (137)	43% (130)

SECTION II: PROFESSIONAL DEVELOPMENT

Review the following list of MSRP-related professional development topics.

- **If you received professional development in the topic since February 2012, fill in the bubble in the "Yes" column.**

	All Staff	PreK	Elem	Middle/High
RTI Early Childhood	19% (97)	53% (43)	12% (49)	9% (2)
RTI Elementary School	37% (192)	10% (8)	42% (166)	52% (12)
RTI Secondary	40% (161)	0% (0)	100% (1)	40% (157)
Using an evidence-based literacy program	39% (361)	53% (43)	43% (172)	33% (136)
Using evidence-based intervention programs/instruction	37% (340)	40% (32)	43% (171)	31% (127)
Montana Common Core Standards (MCCS) MT Standards for English Language Arts and Literacy	26% (241)	14% (11)	27% (108)	28% (115)
MT Early Learning Guidelines	17% (91)	38% (31)	13% (53)	4% (1)
Aligning curriculum with MCCS for English Language Arts and Literacy	18% (164)	16% (13)	19% (75)	17% (70)
Aligning curriculum with MT Early Learning Guidelines	16% (85)	32% (26)	13% (51)	13% (3)
Using data to make instructional decisions	52% (481)	56% (45)	56% (224)	49% (201)
Purpose and uses of screening assessments	45% (416)	62% (50)	47% (188)	41% (167)
Purpose and uses of progress-monitoring assessments	45% (417)	43% (35)	53% (211)	39% (162)
Purpose and uses of diagnostic assessments	39% (356)	42%(34)	43% (171)	35% (146)
Purpose and uses of outcome assessments	35% (322)	47% (38)	38% (152)	31% (127)
Differentiating instruction to meet the needs of students	40% (366)	41% (33)	36% (145)	44% (183)
Print awareness/book knowledge	26% (136)	47% (38)	23% (90)	26% (6)
Vocabulary/oral language development	25% (133)	56% (45)	20% (81)	17% (4)
Listening comprehension	29% (151)	42% (34)	27% (107)	30% (7)
Phonological awareness	31% (162)	57% (46)	26% (105)	39% (9)
Phonemic awareness	33% (173)	57% (46)	29% (115)	39% (9)
Alphabet knowledge	29% (153)	57% (46)	24% (97)	22% (5)
Phonics	30% (157)	44% (36)	27% (109)	30% (7)
Fluency	31% (161)	30% (24)	31% (124)	39% (9)
Vocabulary	35% (322)	57% (46)	34% (136)	33% (134)
Comprehension	32% (291)	38% (31)	35% (140)	28% (116)
Emergent writing	25% (133)	43% (35)	22% (89)	22% (5)
Writing	32% (298)	32% (26)	30% (120)	35% (146)
Motivation	22% (200)	31% (25)	22% (87)	20% (82)
Text-based collaborative learning	20% (186)	22% (18)	21% (85)	19% (79)

	All Staff	PreK	Elem	Middle/High
Using diverse texts	18% (164)	21% (17)	19% (75)	17% (69)
Embedding effective literacy instruction in the content areas	25% (226)	41% (33)	21% (84)	26%(105)
Embedding cultural competency in my instruction	20% (184)	25% (20)	18% (71)	22% (89)
Using technology as a component of literacy instruction	31% (290)	41% (33)	31% (125)	31% (127)
Positive Behavior Support (e.g., classroom management and engagement strategies)	33% (305)	40% (32)	35% (138)	32% (130)
Video reflections and portfolio development	46% (422)	56% (45)	41% (165)	50% (204)

Review the following list of MSRP-related professional development topics.

- **If you think the topic area should be a priority for professional development next year (2012–2013), fill in the bubble in the "Priority" column.**

	All Staff	PreK	Elem	Middle/High
RTI Early Childhood	27% (143)	36% (29)	27% (108)	13% (3)
RTI Elementary School	34% (180)	14% (11)	38% (153)	48% (11)
RTI Secondary	32% (129)	0% (0)	1% (1)	99% (128)
Using an evidence-based literacy program	35% (322)	16% (13)	34% (135)	41% (170)
Using evidence-based intervention programs/instruction	40% (365)	25% (20)	40% (160)	43% (175)
Montana Common Core Standards (MCCS) MT Standards for English Language Arts and Literacy	45% (411)	26% (21)	50% (198)	44% (182)
MT Early Learning Guidelines	27% (141)	33% (27)	27% (106)	22% (5)
Aligning curriculum with MCCS for English Language Arts and Literacy	43% (400)	24% (19)	45% (180)	47% (195)
Aligning curriculum with MT Early Learning Guidelines	31% (163)	41% (33)	31% (122)	17% (4)
Using data to make instructional decisions	35% (326)	25% (20)	35% (138)	38% (158)
Purpose and uses of screening assessments	28% (256)	14% (11)	25% (99)	34% (138)
Purpose and uses of progress-monitoring assessments	31% (286)	24% (19)	25% (100)	38% (158)
Purpose and uses of diagnostic assessments	29% (265)	19% (15)	27% (107)	33% (134)
Purpose and uses of outcome assessments	29% (265)	16% (13)	26% (104)	34% (138)
Differentiating instruction to meet the needs of students	42% (384)	32% (26)	46% (183)	40% (163)
Print awareness/book knowledge	20% (104)	17% (14)	21% (82)	17% (4)
Vocabulary/oral language development	28% (145)	20% (16)	29% (115)	35% (8)
Listening comprehension	31% (162)	21% (17)	33% (131)	30% (7)
Phonological awareness	24% (124)	17% (14)	25% (100)	26% (6)
Phonemic awareness	25% (129)	20% (16)	26% (103)	30% (7)
Alphabet knowledge	19% (98)	16% (13)	20% (80)	13% (3)
Phonics	26% (134)	19% (15)	27% (107)	35% (8)
Fluency	24% (127)	19% (15)	25% (101)	26% (6)
Vocabulary	33% (309)	12% (10)	32% (126)	39% (162)
Comprehension	35% (323)	12% (10)	34% (136)	40% (166)
Emergent writing	30% (158)	22% (18)	32% (128)	30% (7)
Writing	37% (338)	16% (13)	41% (162)	37% (152)
Motivation	42% (388)	19% (15)	41% (164)	49% (200)
Text-based collaborative learning	26% (237)	10% (8)	23% (90)	32% (130)
Using diverse texts	27% (251)	15% (12)	25% (100)	32% (131)

	All Staff	PreK	Elem	Middle/High
Embedding effective literacy instruction in the content areas	38% (348)	19% (15)	35% (141)	44% (183)
Embedding cultural competency in my instruction	30% (278)	30% (24)	28% (113)	33% (134)
Using technology as a component of literacy instruction	38% (351)	33% (27)	35% (141)	41% (170)
Positive Behavior Support (e.g., classroom management and engagement strategies)	38% (347)	37% (30)	40% (159)	36% (148)
Video reflections and portfolio development	22% (204)	17% (14)	23% (90)	23% (94)

When, in what formats, and how have you participated in school-based MSRP professional development this year (mark all that apply)?

	All Staff	PreK	Elem	Middle/High
Before school	22% (200)	12% (10)	17% (66)	29% (119)
After school	54% (498)	19% (15)	63% (251)	53% (218)
Early release/late start days	35% (320)	11% (9)	29% (115)	46% (188)
Staff meetings	80% (735)	74% (60)	80% (318)	82% (337)
Grade-level teacher team meetings	38% (352)	15% (12)	58% (233)	25% (103)
Work shops	31% (285)	51% (41)	29% (116)	29% (121)
Classroom-based settings	17% (160)	28% (23)	21% (83)	12% (51)
Coaching	24% (221)	43% (35)	31% (123)	15% (62)
Side-by-side co-teaching	9% (86)	22% (18)	14% (54)	3% (14)
Demonstrations/modeling	29% (265)	32% (26)	31% (122)	28% (115)
Shared planning	22% (205)	30% (24)	28% (110)	16% (66)
Discussions	43% (394)	40% (32)	45% (179)	42% (172)
Guided practice/practice	12% (110)	15% (12)	14% (55)	10% (43)
Observation and feedback	28% (254)	41% (33)	31% (122)	22% (92)
Video reflections/sharing	38% (355)	42% (34)	35% (139)	42% (174)
Portfolio development	9% (84)	6% (5)	15% (58)	5% (21)

SECTION III: MSRP ON-SITE LEADERSHIP IMPLEMENTATION TEAM MEMBERS
IF YOU ARE NOT A TEAM MEMBER, SKIP TO SECTION IV

Please respond by filling in the bubble under the "Yes" or "No" option to the right of the statement
.

	All Staff	PreK	Elem	Middle/High
I am a member of my school's MSRP on-site leadership implementation team.	26% (197)	30% (18)	29% (95)	23% (79)
I attended the MSRP statewide workshops in Helena in Feb 2012.	73% (138)	94% (16)	76% (68)	64% (50)
I attended the MSRP statewide workshop in Helena in April 2012.	78% (150)	100% (17)	78% (71)	75% (59)

OPI Implementation Team members who visit our school include (mark all that apply)…

	All Staff	PreK	Elem	Middle/High
Debbie Hunsaker	19% (38)	100% (18)	5% (5)	41% (32)
Cynthia Green	12% (23)	100% (18)	17% (16)	6% (5)
Terri Barclay	18% (35)	11% (2)	28% (27)	8% (6)
Tara Ferriter-Smith	21% (42)	67% (12)	24% (23)	9% (7)
Rhonda Siemens	7% (14)	100% (18)	11% (10)	5% (4)
Gwen Poole	24% (48)	17% (3)	25% (24)	27% (21)

Our MSRP Instructional Consultants are from (select one)…	All Staff	PreK	Elem	Middle/High
Side by Side Consulting	45% (66)	93% (13)	45% (34)	33% (18)
SRI	13% (19)	7% (1)	5% (4)	24% (13)
Cambium	43% (63)	0% (0)	50% (38)	44% (24)

Select one option to the right of the statement that best indicates the extent to which you agree or disagree

	Percent Agreeing/Strongly Agreeing			
	All Staff	PreK	Elem	Middle/High
Our OPI Implementation Team members have provided our on-site leadership implementation team with support and training to meet the needs of our students in literacy.	87% (163)	100% (16)	87% (77)	86% (66)
Our MSRP Instructional Consultants have provided our on-site leadership implementation team with support and training to meet the needs of our students in literacy.	93% (177)	100% (18)	93% (84)	91% (71)

Generally, how many days per month are you visited by your MRSP Instructional Consultants? (select one)…

	All Staff	PreK	Elem	Middle/High
None	6% (10)	12% (2)	3% (3)	7% (5)
One Day	16% (29)	29% (5)	10% (9)	20% (15)
Two Days	40% (73)	29% (5)	47% (41)	32% (24)
Three Days	16% (29)	6% (1)	13% (11)	23% (17)
Four Days	13% (23)	24% (4)	17% (15)	5% (4)
Five Days	3% (5)	--	3% (3)	3%(2)
Six or More Days	7% (13)	--	6% (5)	10% (7)

Generally, how many days per month are you visited by your OPI Implementation Team Members? (select one)…

	All Staff	PreK	Elem	Middle/High
None	16% (28)	20% (3)	16% (14)	14% (10)
One Day	59% (104)	47% (7)	57% (49)	66% (46)
Two Days	13% (22)	7% (1)	14% (12)	11% (8)
Three Days	3% (5)	--	5% (4)	1% (1)
Four Days	5% (8)	20% (3)	4% (3)	3% (2)
Five Days	2% (4)	--	2% (2)	3% (2)
Six or More Days	2% (4)	7% (1)	2% (2)	1% (1)

Generally, how many days per month does your On-site Leadership Implementation Team meet? (select one)…

	All Staff	PreK	Elem	Middle/High
Once a week	48% (90)	44% (8)	45% (41)	55% (41)
Every other week	21% (39)	11% (2)	23% (21)	19% (14)
At least once a month	24% (46)	39% (7)	24% (22)	22% (16)
Every other month	4% (7)	--	5% (5)	1% (1)
I don't know	4% (7)	6% (1)	3% (3)	3% (2)

What activities does the on-site leadership implementation team engage in (mark all that apply)?

	All Staff	PreK	Elem	Middle/High
Schoolwide data discussions	80% (157)	72% (13)	82% (78)	79% (62)
Grade-level data discussions	61% (121)	50% (9)	74% (70)	49% (39)
Subgroup data discussions	45% (89)	67% (12)	40% (38)	47% (37)
Reviewing MSRP/MT RTI self-assessment data	57% (112)	78% (14)	62% (59)	47% (37)
Developing action plans (activities, responsibilities, timelines)	88% (173)	89% (16)	91% (86)	85% (67)
Monitoring implementation of action plans	71% (140)	83% (15)	78% (74)	62% (49)
Monitoring progress in achieving MSRP literacy plan goals	69% (135)	78% (14)	74% (70)	63% (50)
Monitoring the impact of the plan	48% (95)	50% (9)	52% (49)	46% (36)
Coordinating MSRP and other federal, state, and local funds that our school receives	30% (59)	33% (6)	28% (27)	32% (25)

SECTION IV: MSRP ON-SITE LEADERSHIP IMPLEMENTATION TEAM ACTIVITIES

Please respond by filling in the bubble in the column of "Yes," "No," or "I don't know" to the right of the statement (select one).

	Percent Reporting Yes			
	All Staff	**PreK**	**Elem**	**Middle/High**
My school has a MSRP on-site leadership implementation team.	88% (759)	74% (54)	92% (347)	87% (339)
Our school/the on-site leadership implementation team conducted a literacy needs assessment.	53% (468)	51% (40)	51% (201)	54% (214)
Our school/the on-site leadership implementation team developed a MSRP school literacy plan.	58% (510)	57% (43)	60% (232)	56% (223)
I understand the critical components of my school's MSRP literacy plan.	48% (423)	52% (40)	53% (203)	43% (172)
I understand the goals of my school's MSRP literacy plan.	58% (515)	66% (51)	61% (237)	54% (216)
I support the goals of my school's MSRP literacy plan.	69% (606)	72% (53)	70% (272)	68% (268)

SECTION V: INSTRUCTION
IF YOU DO NOT PROVIDE INSTRUCTION, SKIP TO SECTION VI

Please respond by filling in the bubble to the right of the statement that best indicates the extent to which you agree or disagree… (select one).

	Percent Reporting Agree/Strongly Agree			
	All Staff	**PreK**	**Elem**	**Middle/High**
I use evidence-based literacy programs/practices.	87% (661)	97% (63)	96% (324)	77% (260)
I have the resources I need to successfully implement literacy programs/practices.	72% (551)	80% (52)	82% (276)	60% (211)
I provide numerous opportunities for students to hear ***and*** speak language (i.e., my classroom is language-rich)	93% (728)	100% (65)	94% (320)	92% (330)
I provide numerous opportunities for students to see ***and*** read text (e.g., books, walls) (i.e., my classroom is text-rich)	93% (730)	100% (64)	95% (325)	90% (327)
I would consider the closest classroom to the right of me a language-rich environment.	84% (622)	93% (49)	88% (295)	78% (266)
I would consider the closest classroom to the right of me a text-rich environment.	81% (595)	91% (48)	88% (292)	72% (243)
Our MSRP Instructional Consultants have provided me with support and training to help meet my needs as a teacher whose students engage in reading and writing.	65% (477)	78% (47)	71% (230)	57% (193)
Participation in the MSRP has improved student performance in literacy.	63% (419)	82% (45)	69% (210)	54% (159)

Please respond by filling in the bubble to the right of the statement that best indicates the amount of time you have been provided for the following activities (select one).

	Percent reporting Too little			
	All Staff	**PreK**	**Elem**	**Middle/High**
Since February 2012, participation in professional development focused on literacy achievement and effective literacy instruction	35% (277)	17% (11)	59% (202)	55% (198)
Since February 2012, collaboration with my colleagues to improve literacy achievement and instruction	43% (337)	22% (14)	36% (124)	53% (191)
Providing core reading instruction	26% (163)	12% (6)	11% (33)	45% (122)
Providing content area reading	33% (214)	15% (8)	25% (74)	44% (130)
Providing supplemental reading interventions	41% (262)	26% (13)	34% (107)	53% (140)
Providing core writing instruction	53% (330)	38% (16)	61% (178)	47% (131)
Providing content area writing	54% (343)	37% (15)	64% (186)	47% (138)
Providing supplemental writing interventions	66% (402)	44% (18)	72% (209)	64% (170)

Please respond by filling in the bubble to the right of the statement that best indicates the frequency with which the following activities have occurred <u>since February 2012(select one).</u>

My principal walked through my classroom.	**All Staff**	**PreK**	**Elem**	**Middle/High**
Never	7% (53)	9% (5)	3% (9)	11% (39)
Daily	8% (60)	5% (3)	13% (43)	3% (12)
Weekly	37% (288)	47% (27)	45% (152)	28% (105)
Bi-Weekly	20% 154)	16% (9)	23% (79)	17% (63)
Monthly	12% (95)	5% (3)	6% (21)	19% (69)
Bi-Monthly	7% (52)	7% (4)	5% (16)	9% (32)
Once	10% (79)	11% (6)	6% (20)	14% (51)

I used data from screening assessments.	**All Staff**	**PreK**	**Elem**	**Middle/High**
Never	25%(189)	12% (7)	13% (41)	38% (136)
Daily	11% (85)	28% (17)	15% (49)	5% (19)
Weekly	19% (147	18% (11)	28% (90)	13% (44)
Bi-Weekly	8% (58)	7% (4)	11% (36)	5% (18)
Monthly	20% (149)	13% (8)	23% (76)	17% (61)
Bi-Monthly	5% (38	7% (4)	4% (12)	6% (22)
Once	12% (91)	15% (9)	7% (23)	16% (58)

I used data from progress-monitoring assessments.	**All Staff**	**PreK**	**Elem**	**Middle/High**
Never	24% (184)	22% (13)	12% (40)	36% (130)
Daily	11% (81)	23% (14)	15% (49)	5% (17)
Weekly	25% (193)	15% (15)	33% (109)	19% (67)
Bi-Weekly	9% (68)	3% (2)	14% (45)	5% (19)
Monthly	18% (135)	15% (9)	18% (59)	18% (63)
Bi-Monthly	4% (30)	5% (3)	5% (15)	3% (11)
Once	9% (71)	7% (4)	4% (14)	15% (52)

I used data from diagnostic assessments.	All Staff	PreK	Elem	Middle/High
Never	29% (219)	26% (14)	17% (56)	41% (147)
Daily	7% (55)	18% (10)	9% (31)	4% (14)
Weekly	21% (158)	20% (11)	26% (85)	17% (60)
Bi-Weekly	6% (42)	6% (3)	8% (25)	4% (13)
Monthly	21% (154)	22% (12)	27% (88)	14% (50)
Bi-Monthly	5% (38)	2% (1)	6% (18)	5% (19)
Once	11% (87)	7% (4)	8% (26)	15% (54)

I used data from outcome assessments.	All Staff	PreK	Elem	Middle/High
Never	30% (220)	23% (13)	19% (60)	42% (145)
Daily	8% (57)	12% (7)	11% (33)	5% (16)
Weekly	21% (152)	23% (13)	27% (85)	15% (53)
Bi-Weekly	8% (58)	11% (6)	12% (37)	4% (14)
Monthly	19% (138)	23% (13)	19% (59)	18% (61)
Bi-Monthly	5% (39)	2% (1)	6% (19)	5% (19)
Once	9% (67)	7% (4)	6% (20)	12% (41)

My grade-level teacher team discussed data.	All Staff	PreK	Elem	Middle/High
Never	14% (82)	14% (6)	9% (27)	21% (48)
Daily	5% (26)	5% (2)	5% (14)	4% (10)
Weekly	31% (181)	13% (16)	43% (127)	16% (36)
Bi-Weekly	12% (72)	14% (6)	14% (42)	10% (23)
Monthly	20% (113)	11% (5)	18% (53)	23% (53)
Bi-Monthly	6% (34)	7% (3)	5%(15)	7% (16)
Once	12% (71)	14% (6)	6% (19)	19% (43)

	Percent Agreeing			
	All Staff	PreK	Elem	Middle/High
We don't have grade-level teacher teams.	21% (179)	21% (14)	8% (27)	35% (135)

	Mean Minutes (s.d.)			
	All Staff	PreK	Elem	Middle/High
On average, how long are your grade-level teacher team meetings? _____minutes (Mean (Standard Dev.) Numbers bubbled in	57.4 (44.0)	58.1 (35.4)	57.6 (42.0)	57.2 (49.2)

SECTION VI: PRINCIPAL WALKTHROUGHS
IF YOU ARE NOT A PRINCIPAL, SKIP TO SECTION VII

	Median Number Observed			
	All Staff	**PreK**	**Elem**	**Middle/High**
How many instructional staff members did you observe last week by conducting a walk through?	57.1	55.6	75.4	44.8
On average, how many instructional staff members did you observe weekly in walk-throughs since February 2012?	65.9	100	100	52.2

	Percent Responding More often than not/Almost always/always			
	All Staff	**PreK**	**Elem**	**Middle/High**
When conducting walk-throughs of instructional classrooms, how often do you use iWalkthrough	79% (27)	83% (5)	71% (12)	91% (10)

	Percent Responding Useful/Very Useful			
	All Staff	**PreK**	**Elem**	**Middle/High**
How useful are the data that iWalkthrough provides?	52% (17)	60% (3)	53% (9)	46% (5)

	Percent Agreeing/Strongly Agreeing			
	All Staff	**PreK**	**Elem**	**Middle/High**
Participation in the MSRP has improved student performance in literacy.	91% (29)	100% (6)	88% (14)	90% (9)

SECTION VII: DEMOGRAPHICS

What grade level do you teach/support (mark all that apply)?

Grade Level	**Percent of All Staff**
Preschool	18% (93)
Kindergarten	25% (130)
Grade 1	28% (149)
Grade 2	27% (141)
Grade 3	24% (125)
Grade 4	24% (123)
Grade 5	13% (124)
Grade 6	14% (131)
Grade 7	45% (179)
Grade 8	43% (173)
Grade 9	40% (159)
Grade 10	42% (169)
Grade 11	44% (176)
Grade 12	44% (174)

	All Staff	PreK	Elem	Middle/High
Preschool/Kindergarten readiness	21% (106)	85% (64)	11% (41)	100% (23)
Language Arts Q122_1	50% (446)	28% (21)	77% (296)	31% (123)
Math Q122_2	46% (406)	28% (21)	74% (284)	24% (95)
Science Q122_3	31% (272)	23% (17)	49% (189)	16% (62)
Social Studies (History, Geography, Civics)	31% (277)	17% (13)	47% (178)	20% (82)
Foreign Language Q122_5	2% (14)	0% (0)	1% (2)	3% (12)
Specials (music, art, PE, library) Q122_6	17% (154)	21% (16)	15% (59)	19% (77)
I don't teach	6% (49)	9% (7)	6% (23)	4% (15)

I am a/an…

	All Staff	PreK	Elem	Middle/High
Certificated teacher	82% (720)	52% (39)	75% (288)	94% (380)
Instructional assistant/para-professional	12% (106)	37% (28)	18% (70)	1% (5)
Instructional coach/facilitator	1% (11)	3% (2)	2% (6)	1% (2)
Specialist (O/PT, SLP, etc…)	1% (11)	0% (0)	1% (3)	2% (6)
Principal	4% (34)	8% (6)	4% (17)	3% (11)

In what district/organization do you work?

	All Staff	PreK	Elem	Middle/High
Anaconda	4% (37)	-	4% (17)	4% (18)
Browning	19% (162)	-	26% (103)	14% (56)
Butte	11% (91)	-	11% (43)	11% (43)
Charlo	2% (19)	-	2% (7)	3% (11)
Great Falls	25% (216)	20% (16)	10% (40)	38% (157)
Hardin	16% (140)	9% (7)	16% (65)	17% (68)
Kalispell	3% (27)	-	6% (25)	-
Libby	6% (55)	1% (1)	9% (34)	5% (20)
Lone Rock	2% (17)	-	2% (9)	2% (7)
Wolf Point	11% (92)	6% (5)	14% (56)	7% (29)
Central Mtn. Head Start	19% (10)	18% (9)	-	-
Human Resource Dev. Council	34% (18)	35% (18)	-	-
Rocky Mtn. Dev. Council	47% (25)	100% (24)	-	-

	Number of Years , Mean (s.d.)			
	All Staff	PreK	Elem	Middle/High
How many years have you worked at this school?	10.3 (8.3)	7.3 (7.7)	10.2 (8.2)	10.9 (8.3)
How many years have you worked in education?	17.0 (10.1)	13.9 (11.4)	16.4 (10.0)	17.9 (9.8)
How many years have you been center director/principal at this school?	7.5 (4.5)	7.7 (6.0)	8.2 (4.8)	6.4 (3.1)

Thank you for completing the survey. Your participation is appreciated.
Have a nice summer break.

APPENDIX B

Montana Striving Readers Project (MSRP)
School Staff Member Demographics

MSRP Staff Member Demographics

Table B-1 summarizes how long staff members had worked in education, by role. The surveyed teachers and instructional assistants ranged from being in their first year to having more than 20 years of experience. None of the 10 instructional coaches, 11 specialists, and 34 principals who were surveyed were new to the field; specialists all reported having worked in education for at least five years, and instructional coaches and principals all reported at least 10 years of experience.

Table B-1. Years Worked in Education, by MSRP Staff Member Roles and School Level

Years Worked in Education	All MSRP	Pre-kindergarten	Elementary	Middle/High
Certificated teacher				
1st year	3% (23)	0% (0)	2% (6)	5% (17)
2-4 years	8% (58)	21% (8)	10% (29)	6% (21)
5-9 years	17% (117)	36% (14)	18% (51)	14% (52)
10-14 years	20% (140)	10% (4)	18% (53)	22% (83)
15-19 years	15% (104)	3% (1)	17% (48)	15% (55)
20+ years	38% (265)	31% (12)	35% (101)	40% (152)
Instructional asst/para-professional				
1st year	10% (10)	4% (1)	13% (9)	0% (0)
2-4 years	11% (11)	21% (6)	7% (5)	0% (0)
5-9 years	25% (26)	25% (7)	24% (17)	40% (2)
10-14 years	22% (23)	25% (7)	23% (16)	0% (0)
15-19 years	12% (12)	18% (5)	9% (6)	20% (1)
20+ years	20% (21)	7% (2)	24% (17)	40% (2)
Principal				
1st year	0% (0)	0% (0)	0% (0)	0% (0)
2-4 years	0% (0)	0% (0)	0% (0)	0% (0)
5-9 years	0% (0)	0% (0)	0% (0)	0% (0)
10-14 years	15% (5)	17% (1)	18% (3)	9% (1)
15-19 years	21% (7)	0% (0)	24% (4)	27% (3)
20+ years	65% (22)	83% (5)	59% (10)	64% (7)

Table B-2 illustrates how long staff members in each role had worked at their current schools. It shows more than two-thirds of certificated teachers worked in their current school for five or more years. Instructional assistants had more variation in retention. About 40 percent of instructional assistants had been employed in their current school four years or less; about 30 percent worked in their current school for 5 to 10 years; and a final 30 percent had been at their current school for 10 or more years. About one-third of principals had been in their school four years of less. Across the board, pre-kindergarten staff members had been employed in their buildings shorter amounts of time than had elementary and middle/high school staff members.

Table B-2. Years Worked in Current School, by MSRP Staff Member Roles and School Level

Years Worked at Current School	All MSRP	Pre-kindergarten	Elementary	Middle/High
Certificated teacher				
1st year	10% (73)	13% (5)	9% (25)	11% (43)
2-4 years	18% (130)	36% (14)	23% (67)	13% (49)
5-9 years	28% (199)	26% (10)	26% (76)	30% (113)
10-14 years	19% (135)	13% (5)	18% (51)	21% (79)
15-19 years	11% (80)	3% (1)	11% (31)	13% (48)
20+ years	13% (90)	10% (4)	13% (38)	13% (48)
Instructional asst/para-professional				
1st year	18% (19)	32% (9)	14% (10)	0% (0)
2-4 years	20% (21)	21% (6)	19% (13)	40% (2)
5-9 years	29% (30)	54% (11)	26% (18)	20% (1)
10-14 years	14% (14)	0% (0)	19% (13)	20% (1)
15-19 years	7% (7)	4% (1)	9% (6)	0% (0)
20+ years	12% (12)	4% (1)	14% (10)	20% (1)
Principal				
1st year	9% (3)	17% (1)	6% (1)	9% (1)
2-4 years	21% (7)	50% (3)	24% (4)	0% (0)
5-9 years	18% (6)	0% (0)	18% (3)	27% (3)
10-14 years	27% (9)	0% (0)	41% (7)	18% (2)
15-19 years	3% (1)	0% (0)	0% (0)	9% (1)
20+ years	24% (8)	33% (2)	12% (2)	36% (4)